

Intelligent Business

Course Packet

student's version

Angličtina I/1

Milan Boháček

fall 2010

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ENGLISH I/1

fall 2010

Introductory information

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➤ **Course requirements:**

- ✓ minimum **80% attendance** (maximum of **4** unexcused absences per semester);
- ✓ handing in **two business letters** (for details, see below);
- ✓ **active participation** in seminars (systematic preparation for seminars and fulfillment of assignments);
- ✓ passing the **credit test** (minimum **60%** of the total number of points) in the last class of the semester, i.e., **Thursday, December 16, 2010** or **Friday, December 17, 2010**, respectively)

➤ **Electronic sources:**

IS MU: BPJ_JI1A Jazyk I/1 – Angličtina (interactive syllabus + interactive syllabi for groups number **14**, **23** a **25**).

web: <http://www.econ.muni.cz/katedry/oddeleni-jazyku-na-esf/>

➤ **Primary sources:**

- Trappe, T., Tullis, G.: ***Intelligent Business: Coursebook. Upper Intermediate***. Longman, Pearson Education Limited 2006. ISBN-10: 0-582-84809-1
- Pile, L.: ***Intelligent Business: Workbook. Upper Intermediate***. Longman, Pearson Education Limited 2006. ISBN-10: 0-582-84685-4
- Boháček, M., Brandejská, Z., Trumpešová – Rudolfová, E.: ***Intelligent Vocabulary. Glosář k učebnici Intelligent Business: Upper Intermediate***. Brno, MU, 2007. ISBN 978-80-210-4389-3

➤ **Business letters:**

Your seminar work for this semester involves writing up and handing in **two** business letters. The deadline for handing in the letters is **Friday, October 22, 2010**. To meet the requirements, you have to follow these guidelines:

- first, you have to find another classmate to **make a pair** because you will be cooperating on the business letters;
- the letters are intended to be **correspondence between two business partners** (i.e. you and your classmate) in the following way: *one of you sends a letter → the other person replies to it → the first one reacts to the reply → the other person replies to the reply*;
- the concrete **topics** of the letters is up to you but they **have to be relevant**, i.e. they have to relate to your business activities (that you choose to perform) – e.g. *a business partner's complaint about badly performed work/services* or *a reaction to a supplier's offer* or *a bid from a competing company for cooperation* or *a letter from a state authority because of your breaking rules/norms* or *a claim for a refund because of low-quality goods/services you delivered*, etc.
- each of the letters should consists of **150-200 words including formalities** (i.e. addresses, date, salutation, subject of the letter, closing sentence, your name, position within the company and signature);
- don't forget to include your **name** and **university number (UČO)**;
- **hand in your letters as a pair** (i.e. 4 letters together) and **mark each letter with an appropriate number** according to the logical sequence (*first letter = 1, following letter = 2, next letter = 3, final letter = 4*);
- hand in your letters **in time** (within the deadline), **in the required extent** and in a **printed form**.

Model business letters as well as additional information on how to write a proper and good business letter are available in a booklet called **Intelligent Business: Style guide** (it is a supplement to your **Intelligent Business** textbook) on pages **16 – 19**. Use this source as a useful way of drawing inspiration for your own seminar work.

Tips and examples (copied from the **Style guide**, page 16):

Formal business correspondence is usually done by letter as this leaves a written record which can be kept for reference. Business letters can be of different types with different purposes: to apply for a job, to inform people of developments, to request action, to make an enquiry, to complain, etc. To write a successful business letter you need to use the right tone and to communicate your message to the reader using straightforward language. The way a letter is written reveals a lot about the person who is writing it and it also sends a message about the organisation that he or she is working for. It is, therefore, very important to make sure that the information, layout, style and spelling are all correct before you send it.

- **Language styles**

Business letters are usually quite formal in style. A conversational style is therefore not appropriate and you should avoid contractions, for example. Try to use verbs in the active and not in the passive form as this will make your letter more dynamic. You should also avoid writing sentences that are too long and that include complicated or unnecessary language. A straightforward letter will get your message across more effectively than a long wordy one. There are certain conventions concerning the correct way to address people and to close your letter.

- **Opening**

Letters always start with **Dear ...** followed by the correct form of address. If the letter is going to someone whose name you do not know, it starts with **Dear Sir**, or **Dear Madam**, or **Dear Sir or Madam, ...** . But if you do know the name, then you can begin with **Dear Mr/Ms Taylor**, or **Dear Greg Taylor, ...** .

- **Closing**

Letters are usually closed in standard ways. At the end of your letter you should include a short sentence like **I look forward to hearing from you**. or **Please do not hesitate to contact me if you need further information**. Below that, you should put a closing phrase:

- Yours sincerely**, (formal, for letters beginning *Dear* + name)
- Yours faithfully**, (formal, for letters beginning *Dear Sir/ Madam*)
- Yours truly**, / **Best regards**, / **Best wishes**, (less formal)

- **Useful phrases and notations**

Following our recent telephone conversation ...

I am writing to you to confirm ...

Thank you for taking the time to ...

Regarding the question of ...

I think you will agree that ...

We are sorry for any inconvenience caused.

I am enclosing full contact details.

enc (shows that something is enclosed), *cc* (copy sent to another person), *PS* (for additional sentence(s) included after the signature)

- **Layout**

When writing a business letter, you should follow the standard format. The letter opposite shows where the following different components should appear on the page.

- a** letterhead / address (but not name) of writer
- b** name and address of recipient
- c** references
- d** date
- e** opening
- f** subject heading
- g** body of the letter
- h** closing
- i** signature
- j** name and job title
- k** enclosures

a	HPSempra Systems Inc Conway Industrial Estate Hartlepool HPL 7GN United Kingdom ☎ (+44) 00723 91847 mark@sales/sempra.org
b	Jeanne Eckhart Optecol 31 Rue Jules Welter Sanem L-4902 Luxembourg
c	Our ref: TS50.001
d	21 May 200_
e	Dear Ms Eckhart,
f	TS50 Delivery
g	<p>Following our recent telephone conversation, I am writing to you to confirm the arrangements for the delivery of the TS50 test simulator that you ordered through our Brussels office. As I mentioned, a team of engineers from our UK and German offices will be attending the engineering trade show in Hanover from 1–3 July. Our stand at the show will feature a number of new products and test stations, including the first production model of the TS50, which is being shipped over from the UK especially for the event.</p> <p>The show closes its doors on the evening of the third, and we will arrange for the simulator to be dismantled and packed on to a flatbed truck for delivery to you directly. The transportation will be handled by the same freight company that is looking after the logistics for the show, TransMax, and I am enclosing full contact details with this letter. I have already spoken with their director, Mr Wolfgang Hartung, and he is awaiting confirmation from your side before proceeding with the delivery.</p> <p>Jane Bradley, the sales engineer who will be in charge of our stand, will be available to travel to your plant on the Thursday after the show, and she will provide assistance with the final installation and configuration of the machine during the following two days.</p> <p>I will not personally be present at the fair but Ms Bradley will be able to answer any queries you may have. I know that this is an unusual delivery procedure but I think it is an interesting opportunity for you to save the cost and time delay of normal delivery from the UK.</p> <p>I look forward to doing business with you in the future and thank you again for placing one of the first orders for the TS50. I am sure it will give you complete satisfaction.</p>
h	Yours sincerely,
i	<i>Mark Rathbone</i>
j	Mark Rathbone Sales Manager
k	enc
	VAT Registration No. 49238756930-609 Registered offices: HPSempra House, Ludgate Drive, London W11 44SP

Unit 1 – ALLIANCES

Coursebook, page 9, exercise **READING**



1. In the text find words or expressions corresponding to the following definitions:

1. _____ = winter sleep of animals; *here*: a state of someone's inactivity (*paragraph 1*)
2. _____ = fame; great admiration; being famous (*par 1*)
3. _____ = a period of sudden growth of investors' interest in internet companies (*par 1*)
4. _____ = a situation when investors are trying to purchase quickly e.g. shares that they believe will make them a lot of money (*par 2*)
5. _____ = a business agreement or arrangement (*par 2*)
6. _____ = a number representing a particular amount, especially one given in official information (*par 2*)
7. _____ = a corporation that controls other corporations through owning shares in them (*par 3*)
8. _____ = varied or different (*par 3*)
9. to _____ = to lose power or strength or energy; to stop growing (*par 3*)
10. _____ = central; main; key (*par 3*)
11. _____ = a set of investments owned by a particular person or organization (*par 3*)
12. _____ = an offer of a particular amount of money for something which is for sale (*par 4*)
13. _____ = taking advantage of every chance to achieve success, without thinking about the effects of such actions on other people (*par 4*)
14. to _____ = to hurry after something in order to catch it; to pursue or follow something (*par 4*)
15. to _____ = to bring or earn a lot of money (*par 4*)
16. _____ = a process when a company buys its suppliers and/or its customers to control all the processes of production (*par 5*)
17. _____ = extremely important or urgent (*par 5*)
18. to _____ = *here*: to process and handle something (*par 5*)
19. _____ = a supposition; hypothesis; belief; presupposition (*par 5*)
20. _____ = being too much certain of someone's abilities (*par 6*)

2. Answer these questions based on the information contained in the text:

1. What information shows us that bosses are “rediscovering their animal spirits”, and why is this figure so different or unique?

2. Why do the bosses want to acquire new companies?

3. What information do the “widely-quoted” statistics provide, and what are they affected by?

4. What happened to the concept of a conglomerate in the 1990s, and why did it happen?

5. What did the companies think could create more shareholder value for them? Is *General Electric* an example of this new approach? Why?

6. What are the two possible explanations of Brian Robert’s bid for Disney?

1. _____

2. _____

7. What will the CEOs be judged for in the end of the acquisition process, and what will not be so important?

8. What will the assumption connected with acquisitions be?

9. What should CEOs remember if they want to avoid the failures of the 1990s?

10. What explanation is used to define the term *herd instinct*?

11. What metaphor is used to express the fact that CEOs will have to be very careful in judging the risk of possible acquisitions?



Fill in the missing words in their correct form in the speech summary:

Part 1:

The company has finally begun to make an excellent (1) _____, which led to the fact that they have been (2) _____ for their (3) _____. The speaker says that the company had lost a lot of money in the past, and therefore when Wireless Ltd. (4) _____ them with an (5) _____ deal, they considered it as a good solution. They saw the (6) _____ of an (7) _____ with Wireless as a way to save the firm.

However, later on they found out that they had serious problems trying to (8) _____ their cultures and systems. In the end, Wireless decided that they didn't want the alliance any more. By 2003, the company needed another (9) _____ partner. The only other (10) _____ they saw was to find a (11) _____ bank that would lend them enough money. The speaker is (12) _____ that the second (13) _____ was possible and they were able to borrow money to keep (14) _____ on their own.

Part 2:

The speaker points out that the alliance had many points of (15) _____. This is not surprising as different companies often have (16) _____ approaches to different (17) _____ of doing business. For example they both managed (18) _____ and (19) _____ in a completely different way. Because these two factors are the (20) _____ of running a business, it created serious problems. Another difficulty were the differences in their (21) _____, and they never managed to (22) _____ with these differences.

Another problematic point was communication – they have always (23) _____ their teams to cooperate, but Wireless preferred to (24) _____ separately with each team. This means that the ways of (25) _____ were very different. Lastly, they didn't manage to build (26) _____ with the people at Wireless. At present it seems so (27) _____ but they didn't even think of trying to (28) _____ the problems.

REVIEW OF TENSES – additional information

1. Verbs that are not used in the *ing* form

Continuous tenses are used for actions or happenings; however, some verbs are not “action” verbs but they are referred to as **stative verbs** and therefore they are not generally used in continuous (or progressive) tenses (although there might be some exceptions, of course):

like	love	hate	want	need	prefer
understand	realize	suppose	mean	know	believe
remember	belong	contain	consist	depend	seem

Examples:

I want to drink.

~~*I am wanting to drink.*~~

She understood you perfectly yesterday.

~~*She was understanding you perfectly yesterday.*~~

The building belongs to the university.

~~*The building is belonging to the university.*~~

Tom and I have known each other for ages.

~~*Tom and I have been knowing each other for ages.*~~

Another group of verbs that aren't usually used in the progressive form are “**verbs of sensual perception**”:

see

hear

smell

taste

Examples:

Do you see the photo?

~~*Are you seeing the photo?*~~

I can hear some noise.

~~*I can be hearing some noise.*~~

The soup smells and tastes good.

~~*The soup is smelling and tasting good.*~~

👉 Exception:

If the verb “**to see**” is used in the meaning of “**to have a meeting with someone**”, it can be used in the progressive form:

I am seeing the sales representative on Tuesday morning.

2. Phrase “*this is the first time I have done something*”

If you want to express the fact that you did a particular activity for the first time in the recent past, you can use this phrase – but don't forget to use **present perfect** when describing the activity:

This is the first time I've delivered a presentation at a conference.

~~*This is the first time I delivered a presentation at a conference.*~~

3. Actions in the past: *used to* or *would*?

USED TO

This verb is used in two contexts:

- a) when something happened regularly in the past but no longer happens, i.e. a **repeated action in the past** that is over now:

*I **used to** go to the cinema a lot but I don't do it very often now.*

*Susan **used to** travel a lot when she was younger.*

- b) when talking about **something that was true in the past** but is not true any more (this is NOT a repeated action):

*We **used to** live in this house when I was a child.*

*I **used to** think that school wasn't very good but then I realized the mistake.*

Since “used to” refers to past actions, it is used only in the past tense; however, if you want to use it in a **question**, you should use “did” and “use to” while a **negative sentence** contains “didn’t” and “use to” or less frequently “used not to”:

Did you use to go to the ZOO as a child?

Did Tom and Jim use to wear glasses in the past?

*We **didn’t use to** celebrate some holidays. (OR We **used not to** celebrate some holidays.)*

*I **didn’t use to** study in Liverpool. (OR I **used not to** study in Liverpool.)*

WOULD

Unlike “used to”, this verb is used only in one context when talking about past actions:

- a) when something happened regularly in the past but no longer happens, i.e. a **repeated action in the past** that is over now; “would” can**NOT** be used when talking about something that was true in the past but is not true any more (this context is reserved for “used to” only):

*I **would** always forget my textbook when I was at primary school. (= again and again)*

*= I always **used to** forget my textbook when I was at primary school.*

***Would** you go for a walk a lot when you had your first child?*

*= **Did you use to** go for a walk a lot when you had your first child?*

*The university **wouldn’t** hold a conference every five years in the past.*

*= The university **didn’t use to** (OR **used not to**) hold a conference every five years in the past.*

*We ~~**would**~~ live in this house when I was a child.*

*I ~~**would**~~ think that school wasn’t very good but then I realized the mistake.*

USED TO × BE USED TO × GET USED TO

“**used to**” is used as described above, i.e. to talk about events happening repeatedly in the past or about something that was true in the past but is not true any more; it is used in the **past tense** only and followed by a **bare infinitive**:

*All of us **used to** go to school when we were young.*

“**be used to**” means “to be accustomed to something”, i.e. *BÝT ZVYKLÝ NA NĚCO* in Czech; it can be used in **any tense** and it is followed by a **noun phrase** or a **gerund** (*ing* form of a verb) because “to” is a **preposition** here:

*The children **are used to** their teacher.*

*We **were used to** getting up at 7 o’clock a few years ago.*

*I remember **being used to** drinking all night when I was young.*

*We **have been used to** being sent for beer by my father.*

“**get used to**” is similar to “be used to” but it means “to get accustomed to something”, which means a change of the state – *ZVYKNOUT SI NA NĚCO* in Czech; its grammar is identical with “be used to”, i.e. it can be used in **any tense** and it is followed by a **noun phrase** or a **gerund** (*ing* form of a verb) because “to” is a **preposition** here:

*I **will get used to** the new car but it’ll take me some time.*

***Have you got used to** driving on the left side in Britain?*

*How long did it take you **to get used to** speaking French in shops?*

***Did you get used to** being known as the minister’s son?*

Grammar exercises

1. Look at the graph and read the passage about technology stocks. Complete the text by putting the verbs in brackets into the correct form of the past simple or present perfect.



European investors (1) **have watched** (watch) US stock markets nervously over the last few months. The problems with US technology and telecomms stocks (2) _____ (begin) last March, and since then share prices at companies like Intel, Apple and Dell (3) _____ (crash). Over the summer all these giants (4) _____ (announce) lower than expected profits, and investors fear that demand for PCs in the highly developed US market (5) _____ (peak). Now it's the turn of European stocks. On Monday stocks in companies like Germany's SAP and Finland's Nokia (6) _____ (fall) sharply. SAP (7) _____ (be) down 3% in Frankfurt, and Nokia (8) _____ (drop) 7% in Helsinki.

But there was some good news for investors yesterday. Yahoo! (9) _____ (release) figures which showed that in the last quarter revenues (10) _____ (rise) to \$295 million, up from \$115 million a year earlier. Yahoo! relies on online advertising for most of its income, and this year it (11) _____ (gain) significant market share in Europe and (12) _____ (manage) to achieve the position of top Web-navigation company.

Analysts believe that the market (13) _____ (not/hit) the bottom yet. Earlier this year investors (14) _____ (buy) any Internet stocks that were available, creating a stock market bubble. Now it's just the opposite. Investors (15) _____ (become) so nervous that they are selling everything, even if the company is sound and the stock looks cheap.

2. Read this email from Steve, the Purchasing Manager of a UK importer, who is in Poland on a business trip. Complete the email by choosing the correct alternative from A, B, C or D below.

Previous Next Reply Reply All Forward Delete Attachments Print

From: Steve McGinlay To: Mike Evans Sent: 18 May ...

Subject: Poland Cc:

Message: Mike

Sorry I haven't contacted you (1) **B**..... last week, but I've been very busy. I've (2) to Katowice in the south-west of Poland (3) a few days, and I've (4) returned to my hotel in Warsaw, from where I'm sending this email. I visited several firms when I was in Katowice and one of them looks quite promising. I've (5) seen their factory, and I've got some product samples to show you.

Unfortunately I haven't met the guy in charge (6) He wasn't there – he's (7) to Gdansk and should be back next week.

So, the trip has been quite successful (8) Have you (9) been to Central Europe? Everything is changing very fast – I've (10) seen so much building work going on. Anyway, I'll email you again later in the week to let you know what's happening.

Regards, Steve

- | | | | | |
|----|----------|-----------|-----------|----------|
| 1 | A for | B since | C just | D so far |
| 2 | A going | B gone | C being | D been |
| 3 | A for | B since | C already | D so far |
| 4 | A now | B been | C just | D so far |
| 5 | A yet | B already | C been | D gone |
| 6 | A just | B already | C now | D yet |
| 7 | A going | B gone | C being | D been |
| 8 | A so far | B yet | C just | D now |
| 9 | A yet | B since | C ever | D never |
| 10 | A yet | B since | C ever | D never |

3. Complete this article about the magazine *Time Out* by using words from the list below. Decide whether to put the verbs into the present simple or present continuous.

~~own~~ look for move investigate rely want provide try to

Time Out: time to EXPAND

Time Out, the London entertainment magazine, has plans for expansion. It already (1) owns the monthly magazine *Paris Passion*, and now it (2) _____ beyond France to other markets such as Argentina and Japan. Tony Elliott, *Time Out's* founder, says he (3) _____ local people to initiate and run the magazines, as *Time Out's* London office doesn't have the cash or management time. Elliott also has plans for the website, *Timeout.com*, which was launched in 1995 and (4) _____ information about more than 30 cities. It (5) _____ on

advertising revenue and a small amount of money from ticket sales to survive. But as *Time Out* changes and expands, Tony Elliott (6) _____ persuade advertisers in the printed version to take more space on the Internet site. Also, he (7) _____ the possibility of charging visitors to the site for access to some information. Despite these expansion plans, Elliott says that a flotation on the stock market is out of the question. He (8) _____ to keep control of the business he has built up.

4. Use the verbs in brackets in the correct tense. If it is possible to use past perfect, use it.

1. Recently we _____ (decide) to start selling new types of mobile phones.
2. The management _____ (plan) to expand the production a week ago but nowadays they _____ (not + be) so sure about it.
3. I'd like to know whether this is the first time your parents _____ (go) to Canada.
4. Our department _____ (deal) a complaint on 5 April, 2010, after we _____ (release) incorrect information concerning our financial situation.
5. The economy regularly _____ (expand) and then _____ (shrink), which _____ (be) known as the business cycle.
6. Is this the first time your rival _____ (launch) a new advertising campaign?
7. Nobody _____ (make) any comments until the CEO _____ (mention) the future plans at yesterday's meeting.
8. The students _____ (not + pass) the final exam yet because they _____ (not + study) enough during the previous semester.
9. Many firms _____ (go) bankrupt in this quarter but experts expect that the situation _____ (improve) soon.
10. Our employees _____ (never, be) to Britain.

5. Use the following verbs in the progressive form in the appropriate tense. If it isn't possible to use the progressive form, use the simple form.

1. When I was in America, I _____ (stay) in Hilton hotel in New York.
2. "Can you smell the flowers?" "Yes, they _____ (smell) really nice."
3. Do you have any pen left? I _____ (really, need) one now.
4. IBM _____ (launch) a new advertising strategy in a few weeks.
5. Sorry, I _____ (not + understand) your ideas. Could you explain it again?
6. _____ (you, see) the bird on top of that tree? Over there!
7. My family _____ (prefer) staying at home now because of the bad weather.
8. Nowadays many young people _____ (hate) the idea of not having Internet connection.
9. Competitors _____ (consider) setting up a joint venture.
10. What I _____ is (suggest) this: let's start producing shoes instead of T-shirts.

6. Decide if you use used to, would, be used to or get used to + the correct form of the verb in brackets in these sentences. If there are more possibilities, use all of them.

1. As a member of the sales team, I _____ (offer) goods to retailers for many years.
2. In the past many customers _____ (consider) multinational companies as evil and hostile corporations.
3. The sales representatives _____ (travel) to all 50 American states to offer products that could be used in households.
4. I'm moving to L.A. next month. I really don't know if I _____ (live) in such a busy city.
5. Surprisingly, my grandparents _____ (use) a computer or mobile phone recently.
6. Which of you _____ (know) how to send an email when you were a child?
7. _____ you _____ (stay) in Paris when you _____ (travel) to France?
8. Now, like other students, Tom _____ (study) for exams at nights.
9. The managers _____ (think) that unless employees _____ (work) in hard conditions as quickly as possibly, they shouldn't be employed.
10. Dominant companies _____ (dictate) prices to small competitors for many years in the past.

7. Translate the following sentences into English.

Tato univerzita patřila po mnoho let k nejlepším vzdělávacím institucím v zemi, ale její studenti si nikdy nezvykli na obtížnost studia.

Před patnácti lety manažeři nejezdívali na školení do anglicky mluvících zemí, protože firmy nemohly utratit tolik peněz za vzdělávání.

To je poprvé, co jsem navštívil indickou restauraci. Musím připustit, že všechna jídla, která zde servírují, krásně voní a také dobře chutnají.

Už pět měsíců si pamatuji, že se budeš brzy ženit. Soužití s manželkou pro tebe jistě nebude problém, protože jste oba zvyklí na to, že nežijete sami.

Dva roky závisel úspěch naší firmy na schopnostech naší generální ředitelky, ale po její smrti si budeme muset zvyknout na využívání týmové práce celého managementu.

REVIEW TEST

BPJ_J11A

Intelligent Business: Unit 1 – Alliances

Name:			
Teacher:		TOTAL (60 points to pass)	MARK
Number of points (max. 100 points)			
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

I. Listening: (max. 20 points) points

II. Vocabulary: (max. 34 points) points

A. Translate the following expressions into English: (2 points each)

podléhat uzavřené dohodě – _____

zvýšit podíl na trhu – _____

dovolit si ustoupit do pozadí – _____

hladce se přizpůsobit firemní kultuře – _____

být posuzován za nabídku k převzetí – _____

skončit obrovským neúspěchem – _____

pusit se do obchodních příležitostí – _____

oznámená fúze a navrhované převzetí – _____

B. Write expressions the following definitions refer to: (2 points each)

1. a company that is formed to buy shares in other companies which it afterwards controls:

2. an agreement between two or more organizations to work together:

C. Complete the sentence with one of the following phrases; translate the selected phrase. (2 points each)

**REVENUES, CEO, CORPORATE ALLIANCES,
COSTS, SHAREHOLDERS, MDO, ANIMAL SPIRITS**

1. Whenever two major companies announce a merger, their _____ look forward to making huge fortunes.

In Czech or Slovak: _____

2. Once a big company gets into a new market, its _____ becomes a famous and respected player in the industry.

In Czech or Slovak: _____

3. Many producers of generic drugs are successful because they have low prices; to achieve this, they have to keep all _____ low.

In Czech or Slovak: _____

D. Complete each sentence with a correct form of one of the following verbs; each verb can be used only once: (1 point each)

**BUILD – FEATURE IN – TOTAL – DO
CATCH UP – SET UP – CONSTRUCT**

1. Have you _____ the meeting for 10 or 11 o'clock tomorrow?

2. Generic drug sales _____ \$30 billion in Europe and America last year.

3. It's clear that companies want _____ portfolios with diverse investments.

E. Complete each sentence with a word made from the word given in brackets. (1 point each)

1. Multicultural teams have to deal with unpleasant _____ coming from differences in cultures. (**UNDERSTAND**)

2. Small but successful Czech companies are often bought by big _____ companies that operate throughout the world. (**NATION**)

3. _____ is a key ability for all companies that want to succeed on the global market. (**COMPETE**)

4. Many top executives are _____ influenced by the herd instinct. (**POWER**)

5. The _____ that all big and financially strong companies want to acquire small ones is simply false. (**ASSUME**)

Unit 2 – PROJECTS

Coursebook, page 17, exercise **READING**



1. In the text find words or expressions corresponding to the following definitions:

1. _____ = determined beforehand; assigned for a specific use or purpose (*paragraph 1*)
2. to _____ = to provide what is needed or wanted; to take care of something (*par 1*)
3. to _____ = to interact or coordinate smoothly (*par 2*)
4. _____ = complex and using advanced technology (of machines or methods) (*par 2*)
5. _____ = the whole series of processes, companies, places, etc. that are involved in making and selling a product (*par 3*)
6. to _____ = to deal with (a problem or task) in a determined way (*par 3*)
7. _____ = a conscientious or concerted effort toward an end; an earnest attempt (*par 3*)
8. _____ = the process of arranging for somebody outside a company to produce goods or provide services for that company (*par 4*)
9. _____ = restriction, limitation, regulation (*par 4*)
10. _____ = a person or company that does part of the work given to another person or company (*par 5*)
11. _____ = a reduction in the amount of money a company spends (*par 5*)
12. to _____ = to annoy or bother continually or chronically (*par 5*)
13. _____ = a minor malfunction, mishap, or technical problem; a snag (*par 6*)
14. to _____ = to increase (prices) by a large amount (*informal*) (*par 6*)
15. _____ = something that is done in advance in order to prevent problems or to avoid danger (*par 7*)
16. to _____ = to consider (someone) responsible for something (*par 8*)
17. _____ = providing services of low or insufficient quality (*par 9*)
18. _____ = something that encourages effort or action; a motivator (*par 9*)
19. _____ = carelessness, failure to do things properly and correctly (*par 9*)
20. _____ = a new, independent company formed from part of an existing one (*par 9*)

2. Answer these questions based on the information contained in the text:

- 1. What features or characteristics will the new Heathrow airport terminal have (based on its description in paragraph 1)?

- 2. Why is the building of an airport a more complicated task than anything else?

- 3. What is Tony Douglas’s current job, why was he offered this position, and what did he do immediately before taking over this position?

- 4. Why did BAA approach this project in an untraditional way? What could happen if the project hadn’t been finished on time?

- 5. Why is BAA running the project itself?

- 6. Why is most of the construction taking place off-site?

- 7. What is the *T5 Agreement*, and why is it so important?

- 8. How do the contractors choose their suppliers, and what do the suppliers often hope for?

- 9. What typically happens when “something goes wrong”?

- 10. How has BAA decided to motivate contractors and suppliers to finish everything on time and within original costs?

- 11. What originally happened when it was found out that the parts of the air traffic control tower hadn’t been engineered correctly, and how did they deal with this problem?

- 12. Why are the suppliers motivated to do a good job in this project, and what threat is reduced if risk is spread on all the suppliers and contractors?

- 13. What will the success of the *T5* project mean for BAA in the future?



Fill in the missing words in their correct form in the speech summary:

The speaker says that giving golden rules for project management is difficult because the (1) _____ of all projects is (2) _____, i.e. it is impossible to (3) _____ exactly what will happen. However, there are (4) _____ that project managers must (5) _____, as well as a number of (6) _____ to help them.

The speaker points out that all the (7) _____ of any project are (8) _____, but the two most important ones are (9) _____ and planning. The first one is so important because every project should have (10) _____ (11) _____. Therefore the questions project managers should ask themselves are whether the project is (12) _____, and if it will add (13) _____. To get the answers, it is necessary to prepare a project (14) _____, or project (15) _____, which (16) _____ (17) _____ the (18) _____ as well as the strategy behind the project.

After doing so, the next phase becomes easier. When planning, project managers have to do many things, such as to (19) _____ resources, (20) _____ costs, prepare a (21) _____ and time (22) _____, and – most importantly – (23) _____ the risk factor.

Selecting the project team is perhaps (24) _____ important. If the first two phases have been prepared well, then (25) _____ should be quite easy, especially if potential problems are known and if (26) _____ plans have been developed.

If the planning has been done, the project team should be able to (27) _____ the project on time and within the (28) _____.

ARTICLES – additional information

1. Expression used with no article

continents	Africa, Europe, South America
countries	France, Japan, Switzerland, Great Britain
states, regions etc.	Texas, Cornwall, Tuscany, England, Central Europe
islands	Corsica, Sicily, Bermuda
cities, towns etc.	Cairo, New York, Madrid
individual mountains	Everest, Etna, Kilimanjaro, Mont Blanc, Mount Everest
lakes	Lake Superior, Lake Constance
streets, roads, squares, parks, bridges	Union Street, Fifth Avenue, Piccadilly Circus, Hyde Park, Blackrock Road, Broadway, Times Square, Waterloo Bridge

👉 Exceptions:

COUNTRIES: if a name of a country contains a **common noun** such as **Republic, State(s), Kingdom, Empire, Union**, etc., this nouns requires that they are used with the definite article:

the United States of America (the USA), the United Kingdom (the UK), the Dominican Republic, the Slovak Republic (but Slovakia), the Roman Empire, the Soviet Union

CITIES: the only exception of a city whose name contains the definite article is **The Hague**

2. Expression used with the definite article

people	the Taylors (= the Taylor family), the Simpsons
countries in plural	the Netherlands, the Philippines
groups of islands	the Canaries (the Canary Islands), the Bahamas, the British Isles
mountain ranges	the Rocky Mountains (the Rockies), the Andes, the Alps
oceans, seas	the Pacific, the Atlantic (Ocean), the Mediterranean (Sea)
rivers, canals	the Amazon, the Loire, the Suez Canal
hotels, restaurants, pubs	the Station Hotel, the Bombay Restaurant, the Red Lion (pub)
theatres, cinemas	the Palace Theatre, the Odeon Cinema, The Globe
museums, galleries	the British Museum, the Tate Gallery
newspapers	the Washington Post, the Financial Times, the Economist, the Sun
organizations	the European Union, the IMF, the World Bank, the BBC, the UN

👉 **Be careful:** *The highest mountain in the Alps is Mont Blanc.*

MORE ABOUT PLACE AND ORGANIZATION NAMES:

a) if a place name consists of an **adjective + common noun**, it is used with the definite article:

the Middle East, the Far East, the West End

but NOT *the Middle Asia* because “Asia” is a **proper noun** and not a **common** one

b) if a place name or an organization name consists of an **'of'-phrase** where the **first noun is a common noun**, it is used with the definite article too:

the Houses of Parliament, *the South of France,* *the south-east of Spain,*
the Bank of England, *the Tower of London,* *the Museum of Modern Art,*
the Great Wall of China, *the Tropic of Capricorn,* *the Gulf of Mexico,*
the University of London (BUT *London University* – see above ↑),
the University of California (BUT *California University*)

☞ Be careful about **POINTS OF THE COMPASS**: if you use it as an **adjective** in front of a **proper noun**, you don't use the definite article (because you cannot use it with the proper noun); however, if you use it as a **noun** in an 'of'-phrase, you must use the definite article (because points of the compass as nouns require the definite article):

South Moravia (= adjective + noun) BUT *the south of Moravia* (= noun + of + noun)
northern Sweden (= adjective + noun) BUT *the north of Sweden* (= noun + of + noun)
south-eastern Rome (= adjective + noun) BUT *the south-east of Rome* (= noun + of + noun)

Therefore you can say a sentence like:

Sweden is in northern Europe while Spain is in the south.

3. Proper names containing a name of a person or place

Many names (especially names of important buildings and institutions) are two words. The first word is usually the **name of a person or a place**. Such names are usually used **without 'the'**; they are used with no article instead (again, there are many exceptions to this rule):

person name	Kennedy Airport, Victoria Station, Buckingham Palace, Masaryk University, Charles University
place name	Cambridge University, Edinburgh Castle, London Zoo, Westminster Abbey, Canterbury Cathedral

☞ However, we say **'the White House'**, **'the Royal Palace'**, because *'white'* and *'royal'* are not proper names like *'Kennedy'* or *'Cambridge'*. This is only a general rule and there are exceptions, of course.

☞ Many shops, restaurants, hotels, banks etc. are named after the people who started them. These names end in **'-s'** or **'-s'**. We do **not use 'the'** with these names; the same applies to names of churches that are often named after saints:

Lloyds Bank (not *the Lloyds Bank*), *McDonalds,* *Jack's Guest House,*
St John's Church (not *the St John's Church*), *St Paul's Cathedral,* *Harrods (shop)*

4. Articles and possessive case

When showing possession in English, the possessive case **'-s'** for singular or **'-s'** for plural is used frequently; sometimes it is necessary to use an article (definite or indefinite) in front of the noun with the possessive case; however, it is very important to realize that such **an article refers to the noun with the possessive case and NOT to the noun that follows the possessive case**:

an actor's performances = *an* refers to *actor* and **not** *performances* (it's in plural!)
England's Queen = **no article** because *England* is used without any article
the United Nations' decision = *the* refers to *United Nations* and **not** to *decision*

We have seen *America's* biggest lake. NOT We have seen ~~the America's~~ biggest lake.
Our firm disagrees with some of *the EU's* regulations. NOT ...some of ~~EU's~~ regulations.

☞ BUT: *a New Zealand visa* = **no possession** (**'-s'**), *New Zealand* functions as an **adjective**
a Norway weather forecast (= adjective) BUT *Norway's state budget* (= possession)

5. Special uses of definite and no article

❖ Besides the situations mentioned above, **the definite article** is also used in these cases:

- **adjectives referring to a group of people:** *the unemployed, the rich, the poor*
- **playing musical instruments:** *to play the piano, to play the guitar*
- **job & official titles:** *the Marketing Director, the CEO, the Prime Minister, the President*
- **some time phrases:** *in the past, at the moment, in the future (BUT at present), the 1990s, the 21st century*

👉 Job titles and official titles are used with the definite article only if they are not used with the name of the person; **if you use a person's name with the title, don't use the definite article:**

<i>the Financial Director</i>	BUT	<i>Financial Director <u>Mike Thomas</u></i>
<i>the President</i>	BUT	<i>President <u>Obama</u></i>
<i>the Professor</i>	BUT	<i>Professor <u>Johnson</u></i>

❖ Besides the situations mentioned above, **no article** is also used in these cases:

- **names of companies (usually):** *Accenture, IBM, Fiat, Sony, Kodak, British Airways*
- **some time phrases:**
 - **years, months, days:** *in 2010, in August, on Monday*
 - **special times of the year:** *at Christmas, at Easter*
 - **some parts of the day:** *at night, at midnight, at sunset (BUT the morning, the afternoon)*
- **means of transport (in general):** *by car, taxi, bus, train, on foot (BUT on the train to Brno)*
- **meals (in general):** *to go for lunch, dinner, breakfast (BUT There was a dinner at the show.)*
- **some prepositional phrases:** *in/to hospital, prison, bed, class, court; at/to work, school, university, sea, home*

Grammar exercises

1. Put either a/an, the or a dash (—) to show no article.

1. The Italians have given us a lot of — business.
2. — most people thought that it was — very good product.
3. I like to drink — glass of — wine in — evening.
4. I wish I could speak — English like — English.
5. As soon as — Helen gets off — plane, ask her to give me — call.
6. — smoking is not permitted in this area.
7. There's — visitor at — reception desk.
8. When I arrived at — airport, I had — drink and waited for — flight.
9. I want — action, not — words.
10. — person with — MBA usually gets — good job.
11. I'll get you — coffee from — machine.
12. Marie comes from — France.
13. His parents' summer house is either in — east of France or — east Germany.
14. The decision has been made by — Chief Executive Officer McClair and — President O'Neil.
15. Look at — picture of — New Zealand's biggest waterfall.
16. Jim said something about — teacher's — books but I have no idea who he was talking about.
17. — alligator is — very dangerous Florida's animal.
18. — Marketing Director and — Vice-President Jameson are both from — Australia.

2. Put either a/an or a dash (—) to show no article.

1. — money makes the world go round.
2. Sheila drives _____ French car.
3. Rita works in _____ insurance agency in _____ Lisbon.
4. _____ health is the most important thing in _____ life.
5. This is _____ good time for _____ sales of new cars.
6. This is the number to call for _____ information.
7. I've got _____ colleague who is _____ systems analyst.
8. _____ product knowledge is very important for _____ sales representative.
9. He is _____ engineer. He studied _____ engineering at university.
10. We produce _____ full sales report four times _____ year.

3. Underline the correct words.

1. We went to Pisa/~~the Pisa~~ and saw Leaning Tower/~~the Leaning Tower~~.
2. Crete/~~The Crete~~ is very beautiful at this time of year.
3. My son is in hospital/~~the hospital~~ and can't go to school/~~the school~~.
4. You can go from Heathrow/~~the Heathrow~~ by underground/~~the underground~~.
5. Helmut Kohl/~~The Helmut Kohl~~ was Chancellor/~~the Chancellor~~ who helped to reunite Germany/~~the Germany~~.
6. We flew over Alps/~~the Alps~~ and saw Mont Blanc/~~the Mont Blanc~~.
7. In near future/~~the near future~~ videoconferences will replace many meetings.
8. I'm tired! Thank goodness it's time to go home/~~to home~~.
9. New York/~~The New York~~ is in United States/~~the United States~~.
10. I usually have lunch/~~the lunch~~ at about one.
11. I used to work for Deutsche Bank/~~the Deutsche Bank~~ in City of London/~~the City of London~~ at start/~~the start~~ of my career.
12. My son wants to go to university/~~the university~~ after his exams.
13. Do you know Lake Windermere/~~the Lake Windermere~~? It's in Lake District/~~the Lake District~~ in north-west/~~the north-west~~ of England/~~the England~~.
14. I bought this suit from Bond Street/~~the Bond Street~~.
15. The Government should do more to help the poor/~~the poor people~~.
16. On our trip to UK/~~the UK~~ we toured around south-east/~~the south-east~~ and visited Canterbury Cathedral/~~the Canterbury Cathedral~~.
17. They wouldn't pay, so we took them to court/~~the court~~.
18. John/~~The John~~ is at work/~~the work~~ at moment/~~the moment~~.
19. We travelled to Italy/~~the Italy~~ by car/~~the car~~.
20. Danube/~~The Danube~~ is the main river in Central Europe/~~the Central Europe~~.
21. I think Tim studied either at University of Nottingham/~~The University of Nottingham~~ or Birmingham University/~~The Birmingham University~~.
22. It is believed that a politician's /~~the politician's~~ /~~politician's~~ intentions are usually bad and dishonest.
23. In an era/~~the era~~ of Roman Empire/~~the Roman Empire~~ people didn't know anything about genetics/~~the genetics~~ and molecular biology/~~the molecular biology~~.
24. We deliver to all countries in Europe/~~The Europe~~ and Americas/~~the Americas~~ from our headquarters in Hague/~~The Hague~~ in Netherlands/~~The Netherlands~~.

**4. Some of these sentences are correct, but some need the (perhaps more than once).
Correct the sentences where necessary. Put 'RIGHT' if the sentence is already correct.**

1. Everest was first climbed in 1953. **RIGHT**
2. Milan is in north of Italy. **the north of Italy**
3. Africa is much larger than Europe. _____
4. Last Year I visited Mexico and United States. _____
5. South of England is warmer than north. _____
6. Portugal is in western Europe. _____
7. France and Britain are separated by Channel. _____
8. Jim has travelled a lot in Middle East. _____
9. Chicago is on Lake Michigan. _____
10. The highest mountain in Africa is Kilimanjaro (5,895 metres). _____
11. Next year we are going skiing in Swiss Alps. _____
12. United Kingdom consists of Great Britain and Northern Ireland. _____
13. Seychelles are a group of islands in Indian Ocean. _____
14. River Volga flows into Caspian Sea. _____
15. Johnsons saw Great Wall of China and the Eiffel Tower last year. _____
16. When you go to New York, stay in Plaza Hotel. _____
17. When you travel around globe, cross Sahara and Suez. _____
18. In St Patrick's Church in south-west of Dublin you can see famous paintings. _____
19. I plan to go to States, particularly the Alaska, to climb Rockies and Longs Peak. _____
20. The student said that Amazon flows into the Victoria Lake and not into the Atlantic. _____

5. Choose the correct form, with or without the.

1. Have you ever been to ~~British Museum~~ / the British Museum? (the... is correct)
2. Hyde Park / The Hyde Park is a very large park in central London.
3. Another park in central London is St James's Park / the St James's Park.
4. Grand Hotel / The Grand Hotel is in Baker Street / the Baker Street.
5. We flew to New York from Gatwick Airport / the Gatwick Airport near London.
6. Frank is a student at Liverpool University / the Liverpool University.
7. If you're looking for a good clothes shop, I would recommend Harrison's / the Harrison's.
8. If you're looking for a good pub, I would recommend Ship Inn / the Ship Inn.
9. Statue of Liberty / The Statue of Liberty is at the entrance to New York harbor / the New York harbor.
10. You should go to Science Museum / the Science Museum. It's very interesting.
11. John works for IBM / the IBM now. He used to work for British Telecom / the British Telecom.
12. 'Which cinema are you going to this evening?' 'Classic / The Classic.'
13. I'd like to go to China and see Great Wall / the Great Wall.
14. Which newspaper shall I buy — Independent / the Independent or Herald / the Herald?
15. This book is published by Cambridge University Press / the Cambridge University Press.

6. Underline the correct words.

1. Where's *a/the* fax they sent this morning? I can't find it.
2. I have *an/the* appointment at *a/the* bank.
3. I had *a/the* very good holiday. *A/The* weather was marvellous.
4. I've been working so hard that I need *a/the* break.
5. They are *a/the* largest manufacturer of light bulbs in *a/the* world.
6. *A/The* presentation was *a/the* great success.
7. Can I give you *a/the* lift to the station?
8. I think I need *a/the* new pair of glasses.
9. We need to reach *a/the* decision as soon as possible.
10. There must be *an/the* answer to *a/the* problem.
11. Mike is *an/the* accountant. He works on *another/the other* side of town.
12. His office is *a/the* biggest one in *a/the* building.
13. Where is *a/the* document that we were looking at just now?
14. *The Portuguese/The Portuguese people* are very good negotiators.

7. Complete this article with either a/an, the or a dash (–) to show no article.

HOW CLEAN IS THEIR MONEY?

'Money laundering' is (1) the name given to one of (2) _____ world's biggest financial problems: moving money that has been obtained illegally into (3) _____ foreign bank accounts so that (4) _____ people do not know where it has come from. Putting (5) _____ value on money laundering is of course very difficult, but the International Monetary Fund estimate that it is huge – perhaps \$1 trillion (6) _____ year, equivalent to about 4% of gross world product.

(7) _____ problem has grown hand-in-hand with (8) _____ globalization, and particularly with (9) _____ lifting of capital controls and (10) _____ development of (11) _____ international payment systems. These allow money to be moved in (12) _____ seconds between banks in different parts of the world who know

very little about each other. (13) _____ international payment system is crucial to (14) _____ stability of the world's financial markets, but it also provides (15) _____ opportunity for criminals to hide their money.

Private banking is (16) _____ best-known laundering channel. Clients of these banks are wealthy people who want their affairs handled with discretion, especially because they want to minimize (17) _____ amount of (18) _____ tax they pay. In these banks there is (19) _____ culture of 'don't ask; don't tell'. And (20) _____ biggest problem within (21) _____ private banking is offshore banks. There are around 5,000 offshore banks controlling about \$5 trillion in assets, and some have no physical presence in any location.

REVIEW TEST

BPJ_J11A

Intelligent Business: Unit 2 – Projects

Name:			
Teacher:		TOTAL	MARK
Number of points (max. 100 points)		(60 points to pass)	
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

I. Listening: (max. 20 points) points

II. Vocabulary: (max. 34 points) points

A. Translate the following expressions into English: (2 points each)

maximalizovat zajišťovací sumu – _____

předpovídat náklady spuštěného projektu – _____

obviňovat subdodavatele ze závad a zpoždění – _____

vypracovat proveditelný plán pro mimořádné události – _____

odvrátit selhání záložních zařízení – _____

schválení předložených požadavků na pracovní sílu – _____

navrhnout a uskutečnit účinné omezení – _____

dostatečně zhodnotit časově náročné výběrové řízení – _____

B. Write expressions the following definitions refer to: (2 points each)

1. a person or group of people who are considered to be an important part of an organization because they have responsibility within it or receive advantages from it:

2. the process of arranging for somebody outside a company to produce goods or provide services for that company:

C. Complete the sentence with one of the following phrases; translate the selected phrase. (2 points each)

ENDEAVOUR, DEADLINES, PROPOSALS, KEY FEATURES, ENCOUNTER, SERIES

1. One of the _____ of a well-managed project is its detailed and perfect organization.

In Czech or Slovak: _____

2. The last public _____ of the two CEOs took place at the engineering trade fair in Vienna, and it was very informal.

In Czech or Slovak: _____

3. The project team has to predict any difficulties and its members have to be prepared to solve a _____ of complex tasks.

In Czech or Slovak: _____

D. Complete each sentence with a correct form of one of the following verbs; each verb can be used only once: (1 point each)

COST – PAY – PASS – STAY MOVE – FIX – HIT – BUMP UP

1. _____ the objectives means setting final goals that need to be achieved.

2. Have you ever been unfair and _____ risk to somebody else?

3. It's estimated that human errors _____ the European economy €30 billion last year.

E. Complete each sentence with a word made from the word given in brackets. (1 point each)

1. The management's _____ over the future development is so big that they haven't been able to reach any conclusion at all. (**AGREE**)

2. If you really want to save some money, consider _____ some of your less important business activities. (**SOURCE**)

3. A new market research will show our company what the _____ to our major difficulty is. (**SOLVE**)

4. The project has to be finished with all _____ no later than next Friday. (**DELIVER**)

5. Do all of you think that the project of the new robot is _____? (**DO**)

III. Grammar: (max. 30 points)

points

A. Fill in the gaps with a suitable preposition or adverbial, if necessary: (1 point each)

1. The CEO's concern _____ the future development is gone now.
2. Bob has been chosen to oversee _____ the pilot project.
3. Our company took _____ 5 new construction engineers last month!
4. Fortunately, corner-cutting is not peculiar _____ many companies here.
5. Although this supplier isn't very reliable, we have decided to get _____ with them.
6. The development points _____ more sophisticated electronic systems.

B. Rewrite the sentences so that they mean the same as the sentence above. (3 points each)

1. Sarah got a job in a factory. Five years later the factory closed down.
At the time the factory _____ Sarah _____ there for five years.
2. When they left college, Mary and Sue started making films together. They still make films.
Mary and Sue _____ since they _____.
3. Last year Jane travelled around Europe. It took her 5 months and it was during university studies of her best friend.
Last year Jane _____ for 5 months while her best friend _____ at university.

C. Fill the gaps with the definite article **the**, indefinite article **a(n)** or no article: (1 point each)

Well, as you know, last year we made _____ decision to move our operations to Cambridge, because it's very important for _____ biotechnology companies to recruit _____ scientists from _____ best universities. We're in _____ very competitive jobs market here in Cambridge and we motivate our employees by offering them _____ excellent working conditions. We've built up _____ excellent team, and we're doing some very important research in _____ field of _____ gene therapy.

D. Choose a suitable option that can complete each sentence. The number of correct answers is 1–3. (2 points each)

1. _____ Opera House is located on _____ Fourth Avenue in _____ Denver.
A: The ... the ... ø
B: ø ... ø ...
C: ø ... the ... ø
D: The ... ø ... ø
2. _____ President of _____ IMF and _____ Prime Minister Gordon Brown came to _____ Masaryk University on _____ foot.
A: ø ... the ... ø ... the ... ø
B: The ... ø ... ø ... the ... ø
C: The ... the ... ø ... ø ... ø
D: ø ... ø ... the ... the ... the
3. Harry Potter goes to _____ school in _____ Hogwarts, goes there by _____ train and reads _____ Daily Prophet.
A: the ... ø ... the ... the
B: ø ... the ... ø ... the
C: ø ... the ... the ... ø
D: ø ... ø ... ø ... the

IV. Translation: (max. 16 points)

points

Translate the following sentences into English:

Vybraný projektový tým se musí ujistit, že zdroje byly správně rozděleny a že náklady nejsou navyšovány, protože pokud by stavba nebyla předána včas a v rámci rozpočtu, mohlo by to finančně zruinovat celý projekt. Další možností je poskytnout dodavatelům finanční pobídky, které by vedly ke kvalitní práci. Pokud však v případě problémů odmítne investor prodloužit konečný termín, budou stavební firmy muset zaplatit za zpoždění.

Unit 3 – TEAMWORKING

Coursebook, page 25, exercise **READING**



1. In the text find words or expressions corresponding to the following definitions:

1. _____ = successively, consecutively (*paragraph 1*)
2. to _____ = to accomplish something successfully; to gain something with effort (*par 2*)
3. to _____ = to present, arrange, or display; to intend; to begin an undertaking (*par 2*)
4. _____ = a number representing a particular amount, especially one given in official information (*par 2*)
5. _____ = without showing off or boasting; showing a moderate estimation of one's own talents or abilities (*par 3*)
6. _____ = acting directly to produce an effect; working or producing effectively without wasting effort, energy, or money (*par 3*)
7. to _____ = to bear or endure without complaint (*par 3*)
8. _____ = a product of thinking; ideas typical of a particular time or place (*par 3*)
9. _____ = an end result; a conclusion (*par 3*)
10. _____ = boring, tiresome and uninteresting (*par 3*)
11. to _____ = a metaphor describing the act of monopolizing the speaking time during an event (*par 3*)
12. to _____ = to speak, plead, or argue in favor of something; to support something (*par 4*)
13. _____ = a narrative or record of events; a report or description of what happened (*par 4*)
14. _____ = a group problem-solving technique in which members spontaneously share ideas and solutions (*par 4*)
15. to _____ = to produce, provide, propose or suggest something (such as an idea) (*par 4*)
16. _____ = a demanding or stimulating situation; a call to engage in a contest or fight (*par 4*)
17. to _____ = to shape, create or form something (*par 5*)
18. to _____ = to use, consume, spend, or expend thoughtlessly or carelessly (*par 5*)
19. to _____ = to construct; to put into words; formulate (*par 5*)
20. to _____ = to gain or obtain (someone's help or support) (*par 5*)

2. Answer these questions based on the information contained in the text:

- 1. Why are meetings considered as important for company bosses?

- 2. What statistics did *Synectics* company produce regarding meetings?

- 3. What does the text say about the skill of running a meeting, and how are *Synectics'* meetings characterized?

- 4. Where do many small informal meetings happen, and how are they described?

- 5. What do people who try to improve meetings say about the problems of big meetings?

- 6. What are the two basic purposes of holding a meeting?

- 7. What three phases should problem-solving include?

- 8. Why is it wise to ask people to say only what they liked about a meeting and not what they find bad or negative?

- 9. What is especially important about meetings for companies?

- 10. What example of time-wasting does Professor Bradford present, and how should this issue have been solved?

- 11. Why is it important to frame a good question?



Fill in the missing words in their correct form in the interview summary:

Professor O'Driscoll started his talk by mentioning Professor Belbin's (1) _____ of team roles. He says the way companies view team has started to (2) _____. Belbin defined a team as a (3) _____ made up of individuals who perform their roles.

His (4) _____ is (5) _____ as it helps people understand themselves as well as other team members. It also increases the team's (6) _____ knowledge of how it is (7) _____. However, (8) _____ teamworking (9) _____ from a combination of individual and collective (10) _____, or abilities.

People generally think of teams as a group of highly competent individuals who (11) _____ to (12) _____ as a team. The task is, however, to develop teams of individuals who perform (13) _____. Therefore their (14) _____ looked at competences that were required to bring about (15) _____ (16) _____.

The study (17) _____ many differences between teams regarding their structure and (18) _____. Business teams tend to be ad hoc (19) _____ formed to (20) _____ short-term needs. But even these short-lived teams share generic (21) _____ with (22) _____ ones. An example describes jazz musicians: although (23) _____ might not be expected to be significant in such (24) _____ teams, it was found out that the musicians tried to establish a level of social (25) _____.

Professor O'Driscoll's team also developed a model used for (26) _____ the (27) _____ of a team as a collective. It takes into (28) _____ the relationships between the people and identifies sixteen (29) _____ competencies necessary for high team performance. They divided them into four (30) _____, or groups.

Finally, it can be said that when using the new (31) _____, it is possible to identify where a team might be (32) _____.

MODALS I (PRESENT TENSE) – additional information

1. Modals in other forms and tenses

CAN	be able to <i>We were able to do it.</i> <i>We have been able to do it.</i> <i>We will be able to do it.</i>	can't = cannot = not to be able to = NEMOCI <i>I can't (= cannot) do it.</i> <i>I am not able to do it.</i>
MUST	have to <i>I had to do it.</i> <i>I have had to do it.</i> <i>I will have to do it.</i>	needn't = need not = not to have to = not to need to = NEMUSET <i>I needn't (= need not) do it.</i> <i>I don't have to do it.</i> <i>I don't need to do it.</i>
MAY	be allowed to <i>I was allowed to (= might) do it.</i> <i>I have been allowed to do it.</i> <i>I will be allowed to do it.</i>	mustn't = must not = may not = not to be allowed to = NESMĚT <i>I mustn't (= must not) do it.</i> <i>I may not do it.</i> <i>I am not allowed to do it.</i>

NEED

As you can see from the table, the verb “need” + *not* means “not to have to”; in other words, this verb can have two functions in a sentence:

1. as a **full-meaning verb** (= POTŘEBOVAT):

I need to go shopping. I don't need to go shopping. I will need to go to school. I haven't needed to go to the doctor yet.

2. as an **auxiliary verb** – only in the **negative** form (= NEMUSET):

I needn't get up. I didn't need (= have) to get up yesterday. I need not get up.

2. Difference between *must* and *have to* in the present tense

MUST	Must is personal. We use this verb when we give our personal feelings . <i>You must do something.</i> = ‘I (the speaker) say it is necessary’: <i>She's a really nice person. You must meet her.</i> (= I say this is necessary) <i>I haven't phoned Ann for ages. I must phone her tonight.</i>
HAVE TO	Have to is impersonal. We use it for facts , not for our personal feelings. <i>You have to do something</i> because of a rule or the situation: <i>You can't turn right here. You have to turn left.</i> (because of the traffic system) <i>My eyesight isn't very good. I have to wear glasses for reading.</i> <i>George can't come out with us this evening. He has to work.</i>

👉 Compare:

*I **must** get up early tomorrow. There are a lot of things I want to do.*

*I **have to** get up early tomorrow. I'm going away and my train leaves at 7.30.*

3. *Should* × *had better* × *would rather*

SHOULD = OUGHT TO

The meaning of this verb is “I advise you (not) to do something”, i.e. (NE)MĚL BYS in Czech:

Mary and Tom **should** (= **ought to**) stop making the noise since it's quite late.

We **shouldn't** (= **oughtn't to**) be watching the horror movie, we won't be able to fall asleep.

HAD BETTER

This expression is mostly used in its short form “’d better” (be careful, the abbreviated form ’d does **NOT** mean “would” but “had”) and its meaning is “I am strongly advised (not) to do something”, i.e. OPRAVDU BYCH (NE)MĚL in Czech; as you can see, this expression is **more urgent** than “should” (or “ought to”); it is followed by a **bare infinitive** (without *to*):

The secretary **had better** phone the CEO and tell him about the strike.

You **had better** not miss the meeting as your career depends on it.

I **had better** be checking my luggage more carefully.

WOULD RATHER

This expression is mostly used in its short form “I'd rather” and it means the same as “I'd prefer to do something”, i.e. RADĚJI BYCH in Czech; however, although they are identical in meaning, there is a difference in the form of words that follow these two expressions:

I would rather + **bare infinitive** without *to* (+ **than** + another bare infinitive)

I would prefer + **infinitive with to** (OR a **noun phrase**)

I'd rather sleep than do my homework.

I'd rather be reading a book than washing the dishes.

I'd rather choose a cup of tea.

I'd prefer to sleep.

I'd prefer to be reading a book.

I'd prefer a cup of tea.

👉 Be careful:

If you use the verb “prefer” without “would”, it is followed by a **gerund**, i.e. *ing* form (or a **noun phrase**; moreover, when comparing two preferences, you can also use **preposition to** + another gerund (or a noun phrase):

My mother **prefers** reading detective stories **to** watching detective movies.

I **have** always **preferred** summer **to** winter.

People generally **prefer** being seen as hard-working **to** being perceived as lazy.

Grammar exercises I

1. Complete the sentences using *can* or (be) able to. Use *can* if possible; otherwise use (be) able to.

- George has travelled a lot. He _____ speak four languages.
- I haven't _____ sleep very well recently.
- Sandra _____ drive but she hasn't got a car.
- I can't understand Martin. I've never _____ understand him.
- I used to _____ stand on my head but I can't do it now.
- I can't see you on Friday but I _____ meet you on Saturday morning.
- Ask Catherine about your problem. She might _____ help you.
- Susan will _____ go to France with us because she has saved some money.

2. Complete the sentences with can / can't / could / couldn't + one of these verbs.

come eat hear run sleep wait

1. I'm afraid I _____ to your party next week.
2. When Tim was 16, he was a fast runner. He _____ 100 metres in 11 seconds.
3. 'Are you in a hurry?' 'No, I've got plenty of time. I _____.'
4. I was feeling sick yesterday. I _____ anything.
5. Can you speak up a bit? I _____ you very well.
6. 'You look tired.' 'Yes, I _____ last night.'

3. Complete the sentences with the verb in the brackets in its correct form.

1. 'Where's Bob?' 'I'm not sure. He might be having lunch.' (have)
2. 'Who is that man with Ann?' 'I'm not sure. It might _____ her brother.' (be)
3. The application form must _____ by the applicant herself. (complete)
4. 'What are all the students doing at the moment?' 'I'm not sure. They might _____ a test.' (take)
5. The song must _____ by the singer right now – I can _____ him sing! (record; sing)
6. 'Why are those people waiting in the street?' 'I don't know. They might _____ for a bus.' (wait)
7. 'Shall I buy this book for Tim?' 'You'd better not. He might already _____ it.' (have)
8. I think Jack must _____ now because it's 2 a.m. and he has to get up early. (sleep)
9. Sandra, you really should _____ for tomorrow's test or you'll fail it. (study)
10. We shouldn't _____ in this place by anyone or we'll get into trouble. (see)
11. He must _____ the doorbell for 15 minutes or so! Open the door. (ring)
12. The gardener can't _____ guilty! He wasn't here when Jim was killed. (find)

4. Complete these sentences with the English equivalents of Czech "nesmět" or "nemuset". If there are more possibilities, write down all of them.

1. I don't want anyone to know. You _____ tell anyone.
2. He _____ wear a suit to work but he usually does.
3. I _____ change my job in the past two years, which is very good for me.
4. I can stay in bed tomorrow morning because I _____ go to work.
5. My children _____ go to the cinema with us tonight because they're too young.
6. Whatever you do, you _____ touch that switch. It's very dangerous.
7. There's a lift in the building, so we _____ climb the stairs.
8. You _____ forget what I told you. It's very important.
9. Sue _____ get up early. She gets up early because she wants to.
10. Jack _____ move out of his flat until last year when he decided to move to London.
11. Don't make so much noise. We _____ wake the baby.
12. I _____ eat too much. I'm supposed to be on a diet.
13. You _____ be a good player to enjoy a game of tennis.

5. Complete the sentences using might be able to or might have to + a suitable verb.

1. I can't help you but why don't you ask Jill? She ***might be able to help*** you.
2. I can't meet you this evening but I _____ you tomorrow evening.
3. I'm not working on Saturday but I _____ on Sunday.
4. George isn't well. He _____ to hospital for an operation.

6. Complete these sentences with must or have to (in the correct form). Sometimes it is possible to use either; sometimes only have to is possible.

1. It's later than I thought. I ***must OR have to*** go now.
2. Jack left before the end of the meeting. He _____ go home early.
3. In Britain many children _____ wear uniform when they go to school.
4. When you come to London again, you _____ come and see us.
5. Last night Don became ill suddenly. We _____ call a doctor.
6. You really _____ work harder if you want to pass the examination.
7. I'm afraid I can't come tomorrow. I _____ work late.
8. I'm sorry I couldn't come yesterday. I _____ work late.
9. Paul doesn't like his new job. Sometimes he _____ work at weekends.
10. Caroline may _____ go away next week.
11. We couldn't repair the car ourselves. We _____ take it to a garage.
12. Julia wears glasses. She _____ wear glasses since she was very young.

7. Complete the sentences using either ought to (should) or had better or would rather ('d rather) plus the verb in the bracket in its correct form. If you decide to use would rather, write down also the possibility with would prefer ('d prefer).

1. My parents _____ (go) England than stay at home but I think they _____ (go) to Spain instead because it isn't so cold there in the fall.
2. Tell your children that they _____ (keep) away from my garden or otherwise you'll have to pay for the damage they will cause.
3. I'd say you _____ (enjoy) your holiday now rather than answering emails.
4. My advice is that Tim _____ (start) working as a painter but his mother says _____ (be) an economist or he won't repay all his debts.
5. Unless you want to fail the entrance exam tomorrow, you _____ (go through) the textbook once again.
6. I _____ (listen) to Mozart than Beethoven at this moment.
7. European countries _____ (carry out) a wise fiscal policy in order to keep their budgets balanced although some politicians _____ (spend) more than suggested.
8. I _____ (lie) on the beach than doing my English homework now.
9. Look, Mary _____ (wear) a helmet when riding her bike because she can get hurt really badly.

MODALS II (PAST TENSE) – additional information

1. Modals and past infinitives

<p>MUST + HAVE ...-ED</p>	<p>this form indicates that the speaker is convinced that something happened (in the past) in a certain way <u>although it needn't be true</u>:</p> <p><i>I must have left the bag in the shop.</i></p> <p>→ I think I left it there but maybe it's wrong.</p>
<p>CAN'T / COULDN'T + HAVE ...-ED</p>	<p>this form indicates that the speaker is convinced that something didn't happen (in the past) in a certain way <u>although it needn't be true</u>:</p> <p><i>I can't/couldn't have left the bag in the shop.</i></p> <p>→ I think I didn't leave it there but maybe it's wrong.</p>
<p>COULD + HAVE ...-ED</p>	<p>this form indicates that the speaker had an opportunity to do something (in the past) but he/she <u>didn't use it</u>:</p> <p><i>Why did you stay in a hotel? You could have stayed with us.</i></p> <p>→ You had the opportunity to stay with us but you didn't use it.</p>
<p>SHOULD / OUGHT TO + HAVE ...-ED</p>	<p>this form indicates that someone advised the speaker to do something (in the past) but <u>the speaker didn't do it</u>:</p> <p><i>I think you should (OR ought to) have left an hour earlier.</i></p> <p>→ I think it would have been good if you had left an hour earlier but you didn't.</p>
<p>MAY / MIGHT + HAVE ...-ED</p>	<p>the form indicates that there was a 50% chance (or probability) that something happened in a certain way, but <u>the speaker doesn't know if it really happened in the way mentioned</u>:</p> <p><i>Tim was in a bad mood last night. He may/might have been ill.</i></p> <p>→ There is a chance that Tim was ill but I'm not sure about it.</p>
<p>NEEDN'T + HAVE ...-ED</p>	<p>the form indicates that it was not necessary for the speaker to do something but <u>since he/she didn't know that he/she didn't have to do it, he/she did it</u>:</p> <p><i>I thought it was going to rain so I took an umbrella with me. But it didn't rain so I needn't have taken it.</i></p> <p>→ It wasn't necessary for me to take the umbrella but because I didn't know it, I took it.</p>

👉 Additional notes:

MUST HAVE ...-ED × HAD TO

As mentioned above, “must have ...-ed” means that the **speaker is convinced that something happened (in the past) in a certain way although it needn't be true**:

I must have lost my keys. = I can't find them so I think I lost them although it needn't be true.

However, “had to” refers to an obligation or necessity that had to be fulfilled; it doesn't describe the speaker's personal feelings or attitudes; in other words, **someone was obliged to do something**:

I had to leave at five in order to catch the bus. = I had no other choice if I wanted to catch the bus.

COULD

This verb can be found in three grammatical contexts:

a) in **conditional clauses** with the meaning of “would be able to”, i.e. *MOHL BY* in Czech:

*We **could** go to the cinema if we came home from work in time.
If I were ten years younger, I **could** apply for this job.*

b) **past tense** of “can”, which means the same as “was/were able to”, i.e. *MOHL (JSEM/JSI)* in Czech:

*Tom **couldn't** come to the meeting because his flight was delayed.
They **could** spend so much money since they had won a lottery.*

c) **could (not) + have ...-ed** – see above for the meaning:

*Why did you go by bus? You **could have taken** my car.
I don't believe I failed the exam. I **couldn't have had** so many bad answers.*

Since the alternative form of “can/could” is “be able to”, it can be used with a past infinitive as well:
could (not) have –ed = would (not) have been able to

*We **could have started** studying German but we decided not to.
We **would have been able to start** studying German but we decided not to.*

MAY/MIGHT × COULD

Sometimes “could” has a similar meaning to “may” and “might”:

*The phone's ringing. It **could** be Tim. (= it **may/might** be Tim)
You **could have left** your bag in the shop. (= you **may/might have left** it...)*

But “couldn't” (negative) is different from “may not” and “might not”. Compare:

*She was too far away, so she **couldn't have seen** you. (= it is not possible that she saw you)*

A: I wonder why she didn't say hello.

*B: She **might not have seen** you. (= perhaps she didn't see you; perhaps she did)*

DIDN'T NEED TO × NEEDN'T HAVE ...-ED

*I **didn't need to...** = it was not necessary for me to... **and I knew this at the time**; it's the same as “I didn't have to”:*

*I **didn't need to** get up early, so I didn't.*

*I **didn't need to** get up early, but it was a lovely morning, so I did.*

*'I **needn't have ...-ed**' = I did something but **now I know that it was not necessary**:*

*I got up very early because I had to get ready to go away. But in fact it didn't take me long to get ready. So, I **needn't have got up** so early. I could have stayed in bed longer.*

Grammar exercises II

1. Read the situations and make sentences from the words in brackets. In each case use a modal verb too (in some cases the modal verb is negative).

1. I can't find George anywhere. I wonder where he is.

(he / go / shopping) ***He may have gone shopping.***

(he / play / tennis) ***He might be playing tennis.***

2. Why did you stay at home last night?

(you / not / stay / at home) _____

(you / go / cinema) _____

3. Why didn't you come earlier? There are no front seats left now.
 (you / come earlier / to get front seats) _____
 (you / not / get / any front seats now) _____
4. I think Tim didn't hear the phone otherwise he would have answered it.
 (he / not / hear / the phone) _____
 (he / be / in the garden) _____
5. It wasn't necessary for you to come to the meeting.
 (you / come / to the meeting) _____
 (you / stay / at home) _____
6. I can't find my wallet! I'm sure I left it at school.
 (I / leave / it / at school) _____
 (I / worry / as I know where it is) _____
7. It would have been better if the opera house had been finished a month earlier.
 (the opera house / finish / a month earlier) _____
 (it / not / take / so long to build it) _____
8. It is possible that Jack has left for Brazil so perhaps he isn't in his office.
 (Jack / leave / for Brazil) _____
 (he / not / be sitting / in his office) _____
9. None of our students are allowed to take the placement test as they didn't apply for it.
 (they / not / take / the test) _____
 (they / apply / for taking the test) _____
10. It hasn't been necessary to wash the dishes. It was possible for us to do it later.
 (the dishes / not / wash) _____
 (we / do / it / later) _____
11. It would have been better if you had saved some of your money for a new car.
 (you / save / the money / for a new car) _____
 (all the money / not / spend / by your wife) _____
12. Was it possible for you to come to the party? It wasn't necessary to wait for an invitation.
 (you / come / to the party / ?) _____
 (you / not / wait / for an invitation) _____
13. Do you think it hasn't been a good idea to watch the horror movie?
 (I / not / watch / the horror movie / ?) _____
 (I / not / fall asleep easily / now) _____
14. Susan left her glasses at home.
 (she / not / see / the video / properly) _____
 (she / go / home / and pick them up) _____
15. Do you know where the teacher has left her keys?
 (she / not / leave / them / in her office / ?) _____
 (they / fall / behind her desk) _____
16. I told her not to be lying in the sun for two hours. Look, she got burned.
 (she / not / be lying / in the sun for so long) _____
 (she / not / get burned / and / be burned now) _____

2. Complete the sentences with either “had to” + present infinitive or “must” + past infinitive of the verb in the brackets.

1. Mary _____ (hurry) because her boss needed the figures. However, there are some obvious mistakes so she _____ (forget) to check them.
2. 50% of the students _____ (pass) the exam otherwise the teacher wouldn't have been so happy.
3. During the interrogation I _____ (sit) on that chair for two hours and the policemen kept asking me questions. And then one of them _____ (leave) because he had some other duties.
4. Mary _____ (wake up) before me because she made breakfast.
5. _____ (Jennifer, go) to Argentina, or was it her own idea?
6. The work on that project _____ (finish) one week earlier because the customer would have finished our cooperation otherwise.
7. The child _____ (sleep) for the whole night because we didn't hear any crying.
8. The thief _____ (see) by someone because the police got his detailed description.
9. The evidence shows that the actor _____ (kill) between 4 a.m. and 6 a.m. But why _____ (he, die)?
10. I _____ (go) to Las Vegas to see that musical!

3. Complete the sentences with either “could” + present infinitive or “could” + past infinitive of the verb in the brackets.

1. If Tom had more money, he _____ (take) us for an exotic holiday.
2. None of the students _____ (pass) the test because they didn't study properly.
3. Why didn't you tell me you were going to Birmingham? You _____ (stay) with my sister there.
4. I told you that you _____ (hear) the music better if you had been sitting in the front.
5. Yes, our company _____ (sell) our goods to Cuba and therefore we used this opportunity.
6. Yes, our company _____ (sell) our goods to Cuba but we didn't want to support its political regime, so we didn't sell.
7. If you wanted to travel abroad, you _____ (buy) our insurance.
8. All her children _____ (study) at Harvard but she wanted them to study at Princeton.
9. Which of you _____ (use) a computer when you were five years old?
10. I know we _____ (come) to see you last week but we had other business to do.

4. Complete the sentences using “might not” or “couldn’t”.

- A: Do you think she saw you?
B: No, she was too far away. ***She couldn't have seen me.***
- A: I wonder why she didn't say hello. Perhaps she didn't see me.
B: That's possible. _____
- A: I wonder why Ann didn't come to the party. Perhaps she wasn't invited.
B: Yes, it's possible. She _____
- A: Tom loves parties. I'm sure he would have come to the party if he'd been invited.
B: I agree. He _____
- A: I wonder how the fire started. Do you think it was an accident?
B: No, the police say it _____
- A: How did the fire start? I suppose it was an accident.
B: Well, the police aren't sure. They say it _____

5. Complete the sentences with either “didn't need to” + present infinitive or “needn't” + past infinitive of the verb in the brackets.

- Tom _____ (buy) two tickets because Susan decided not to go.
- Jack _____ (kill) Josh because he would have died in a car accident anyway.
- Our company _____ (take over) our biggest rival because we had found out that they were planning to leave the Czech market.
- The students _____ (read) the book for two hours to get ready for a test because the teacher fell ill and the test was cancelled.
- Our members knew they _____ (take) the foreign-language test but most of them took it anyway.
- The CEO _____ (fly) to Nicaragua because no deal was made there.
- The managers _____ (take) the English classes for several months but they did because they had expected that such training could be useful.
- I knew I _____ (stay) at work until 9 p.m. but I wanted to get all my work done.
- You _____ (stay) in that expensive hotel for two weeks because there was a cheaper one just round the corner.
- My parents _____ (buy) another car because but they wanted to invest their money in this way.

Past Modals: Interpretation

vysvětlení a interpretace jednotlivých vazeb modálních sloves s minulým infinitivem, včetně rozlišení od vazeb, které jsou zde uvedeným strukturám podobné

① MUST + HAVE ...-ED

OBECNĚ PLATNÁ INTERPRETACE „MUST HAVE ...-ED“: „něco se podle mého názoru muselo stát“ = já jsem přesvědčený, že k něčemu nutně došlo (muselo dojít), ale ve skutečnosti vůbec netuším, jestli se to opravdu stalo nebo ne

- Jane bought a new house. She **must have won** in a lottery.
= ve skutečnosti vůbec nevím, jestli vyhrála, nebo ne, ale vzhledem k tomu, že si koupila nový dům (a přitom je věčně bez peněz), jsem došel k závěru, že prostě musela vyhrát v loterii (protože odkud by jinak ty peníze měla?)

rozdíl mezi **HAD TO DO something** a **MUST HAVE DONE something**:

OBECNĚ PLATNÁ INTERPRETACE „HAD TO“: „byl(a) jsem nucen(a) něco udělat“ = byl jsem přinucen okolnostmi / předpisy / lidmi kolem mě / svým vlastním přesvědčením / svým nutkáním / situací / ... něco udělat – a to bez jakéhokoliv dalšího vyvozování (jestli se to skutečně stalo, nebo ne – to mě vůbec v tomto případě nezajímá, to vůbec neřeším)

- Jennifer **must have left** before I came to the meeting.
= ve skutečnosti netuším, kdy přesně odešla, ale vzhledem k tomu, že jsem ji na té schůzi nepotkal, domnívám se, že musela odejít dříve, než jsem já přišel (a přitom skutečnost mohla být taková, že se na schůzi ani nedostavila, ale já to nevím)
- Jennifer **had to leave** before I came to the meeting.
= Jennifer byla nucena odejít (např. proto, že měla jinou schůzku nebo potřebovala odejít k lékaři, jel jí vlak, sháněl se po ní šéf,...) a stalo se to ještě před tím, než já jsem na tuto schůzi dorazil

② CAN'T/COULDN'T + HAVE ...-ED

OBECNĚ PLATNÁ INTERPRETACE „CAN'T/COULDN'T HAVE ...-ED“: „nebylo možné, aby se něco podle mého názoru stalo (mohlo stát)“ = já jsem přesvědčený, že k něčemu zkrátka nedošlo (nemohlo dojít), ale ve skutečnosti vůbec netuším, jestli se to opravdu nestalo, nebo jestli to celé nebylo nějak jinak

- Mike is an honest man. He **can't/couldn't have stolen** your wallet.
= ve skutečnosti vůbec nevím, jestli Mike tu peněženku ukradl nebo ne, ale vzhledem k tomu, že o něm vím, že je to čestný člověk, zdá se mi zkrátka nemožné, aby to byl on, kdo to ukradl (což ale nevylučuje možnost, že přede mnou si na slušného jen hraje a ve skutečnosti nemá problém něco ukrást)

rozdíl mezi **COULDN'T DO something** a **COULDN'T HAVE DONE something**:

OBECNĚ PLATNÁ INTERPRETACE „COULDN'T DO“: „neexistovala možnost něco udělat“ = existovaly nějaké vnější okolnosti / předpisy / lidé kolem mě / mé vlastní přesvědčení / mé nutkání / situace / ..., které znemožňovaly něco udělat – a to bez jakéhokoliv dalšího vyvozování (jestli je to tak správně či špatně atp.)

- Jennifer **couldn't have left** before I came to the meeting.
= ve skutečnosti netuším, kdy přesně odešla, ale vzhledem k tomu, že ji znám a vím, že se se mnou chtěla setkat, domnívám se, že prostě není možné, aby z té schůze odešla dříve, než jsem já přišel (a přitom skutečnost mohla být taková, že opravdu odešla dřív, případně se na schůzi ani nedostavila, ale já to nevím)
- Jennifer **couldn't leave** before I came to the meeting.
= Jennifer nebylo umožněno odejít před tím, než jsem já na schůzi dorazil (např. proto, že jí to tak přikázal šéf, nebo byla jediná, kdo měl klíče, a proto musela odcházet jako poslední, aby zamkla,...)

③ MAY/MIGHT/COULD + HAVE ...-ED

OBECNĚ PLATNÁ INTERPRETACE „MAY/MIGHT/COULD HAVE ...-ED“: „možná, že se něco v minulosti stalo“ = mluvčí připouští možnost, že se něco stalo, přičemž nevyjadřuje své preference, jestli si myslí, že je pravděpodobnější, že se to stalo, nebo jestli je pravděpodobnější, že se to nestalo (tzn. pravděpodobnost je 50 na 50)

- Lucy doesn't have her textbook now. She **may/might/could have left** it at school.
= vím o tom, že Lucy nyní postrádá svou učebnici; ovšem já jsem s ní dnes nikde nebyl, takže naprosto netuším, kam se její kniha poděla, tedy pouze připouštím možnost, že ji nechala ve škole (protože vím akorát to, že dnes ve škole byla, ale stejně tak nevylučuji jiné možnosti – např. jí tu učebnici někdo mohl ukrást a podobně)

Opačná interpretace platí také pro **MAY NOT HAVE ...-ED** a **MIGHT NOT HAVE ...-ED**, tedy že mluvčí připouští možnost, že se něco **nestalo**, ale nevyjadřuje své preference v míře pravděpodobnosti.

Toto ovšem neplatí pro **COULD NOT HAVE ...-ED**:

rozdíl mezi **COULDN'T HAVE DONE something** a **MAY/MIGHT NOT HAVE DONE st**:

OBECNĚ PLATNÁ INTERPRETACE „COULDN'T HAVE DONE“: „nebylo možné, aby se něco podle mého názoru stalo (mohlo stát)“ = já jsem přesvědčený, že k něčemu zkrátka nedošlo (nemohlo dojít), ale ve skutečnosti vůbec netuším, jestli se to opravdu nestalo, nebo jestli to celé nebylo nějak jinak (viz ↑ bod číslo ②)

- Jennifer **couldn't have left** before I came to the meeting.
= ve skutečnosti netuším, kdy přesně odešla, ale vzhledem k tomu, že ji znám a vím, že se se mnou chtěla setkat, domnívám se, že prostě není možné, aby z té schůze odešla dříve, než jsem já přišel (a přitom skutečnost mohla být taková, že opravdu odešla dřív, případně se na schůzi ani nedostavila, ale já to nevím)

- Jennifer **might not have left** before I came to the meeting.

= vůbec nevím, jestli Jennifer odešla před tím, než jsem já na schůzi dorazil, pouze říkám, že je možné, že neodešla (ale stejně tak je možné, že odešla); osobně se nekloním ani k jedné z těchto možností (protože k tomu nemám dost informací), a proto je podle mého názoru 50% šance, že neodešla, a stejně i 50% šance, že odešla

④ SHOULD (NOT)/OUGHT (NOT) TO + HAVE ...-ED

OBECNĚ PLATNÁ INTERPRETACE „SHOULD (NOT) / OUGHT (NOT) TO HAVE ...-ED“: „něco se mělo stát (něco mělo být uděláno), ale ve skutečnosti se to nestalo (nebylo to uděláno), nebo naopak, tedy něco se nemělo stát (nemělo být uděláno), ale ve skutečnosti se to stalo (bylo to uděláno)“ = **mluvčí je přesvědčený o tom, že mělo k něčemu dojít, ale ve skutečnosti k tomu vůbec nedošlo, jak následně vyšlo najevo**

- Jeff is a very bad student. He **oughtn't to / shouldn't have studied** medicine.
= vzhledem k tomu, že vím, že Jeff je mizerný student, jsem toho názoru, že nikdy neměl studovat medicínu (protože vím, jak těžký obor to je); na druhou stranu ale také vím, že Jeff medicínu studoval (i když podle mě neměl)

⑤ NEEDN'T + HAVE ...-ED

OBECNĚ PLATNÁ INTERPRETACE „NEEDN'T HAVE ...-ED“: „něco se nemuselo stát, ale ve skutečnosti se to stalo“ = **mluvčí tvrdí, že se něco nemuselo uskutečnit, ale ve skutečnosti se to uskutečnilo, protože v okamžiku rozhodování neměl ten daný subjekt k dispozici informaci o tom, že danou věc dělat nemusí, respektive že se může rozhodnout také jinak**

- I thought my mother will ask me for help so I went home soon. But in the end she didn't ask me for help so I **needn't have gone** home soon.
= původně jsem si myslel, že mé pomoci bude potřeba, a proto jsem šel brzy domů; pak se ale ukázalo, že nebudu muset pomáhat (což jsem ale původně nevěděl), a proto můžu nyní říct, že jsem nemusel chodit brzy domů (a mohl jsem zůstat s kamarády venku)

rozdíl mezi **DIDN'T NEED/HAVE TO DO something** a **NEEDN'T HAVE DONE something**:

OBECNĚ PLATNÁ INTERPRETACE „DIDN'T NEED/HAVE TO“: „nebylo nutné, aby se něco stalo (tzn. něco se nemuselo stát)“ = vím o tom, že jsem měl dvě možnosti – abych něco udělal, nebo neudělal – a bylo čistě na mém rozhodnutí, jestli to udělám nebo ne, **tedy „I didn't have/need to do it“ znamená, že jsem něco nemusel udělat (nebylo nutné, abych to udělal), přičemž já jsem dobře věděl, že není nutné, abych to udělal**

- Tom has a bottle of expensive wine at home and he **didn't need/have to pay** for it.
= nebylo nutné, aby Tom za to víno platil (i když on byl připraven zaplatit), protože to např. za něj zaplatil někdo jiný, nebo ho třeba dostal od prodavače darem
- Tom has a bottle of expensive wine at home and he **needn't have paid** for it.
= Tom za tu láhev vína v obchodě zaplatil, ale teprve později zjistil, že za ni platit nemusel, protože to víno např. chtěl místo něho zaplatit někdo jiný, nebo mu ho chtěl prodavač darovat, ale než k tomu mohlo dojít, Tom už víno zaplatil

REVIEW TEST

BPJ_J11A

Intelligent Business: Unit 3 – Teamworking

Name:			
Teacher:		TOTAL (60 points to pass)	MARK
Number of points (max. 100 points)			
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

I. Listening: (max. 20 points) points

II. Vocabulary: (max. 34 points) points

A. Translate the following expressions into English: (2 points each)

přesná (*jednoznačná*) zpětná vazba ohledně současných projektů – _____

pozorování typů osobností zakořeněná v 60. letech – _____

pořádat schůze, aby se sdílely informace – _____

věnovat řádnou pozornost zavádění řešení do praxe – _____

překážka značně ovlivňující naše školení – _____

zadat další kroky nově přijatým zaměstnancům (1 slovo) – _____

poskytovat týmu pravidelné aktualizace a zdroje informací – _____

chválit a podporovat pracovníky za práci přesčas – _____

B. Write expressions the following definitions refer to: (2 points each)

1. a person who helps somebody or a group of people to do something more easily or reach an agreement about something by discussing problems, giving advice, etc. rather than by telling them what to do:

2. to organize all the different parts of something to ensure an effective operation:

C. Complete the sentence with one of the following phrases; translate the selected phrase. (2 points each)

**COVERAGE, MORALE, SPIRITS, CLUSTER,
AGENDA, EGG-TIMER, POLICY, VENUE**

1. We've been very successful in our projects recently so the team's _____ is very high.

In Czech or Slovak: _____

2. "Before we start our today's meeting, Bill, can you review the _____ first?"

In Czech or Slovak: _____

3. I'm afraid this hotel is not a very suitable _____ for our conference.

In Czech or Slovak: _____

D. Complete each sentence with a correct form of one of the following verbs; each verb can be used only once: (1 point each)

**EMERGE FROM – AGREE – REFLECT – DISPATCH
RESEARCH – ADVOCATE – TAKE ON – CONDUCT**

1. Jack _____ developing a completely new strategy at the last meeting.

2. Unfortunately I can't _____ on your proposal because I won't be here.

3. We _____ the idea of holding store meetings for more than a year.

4. Team members _____ a series of personality tests a month ago.

E. Complete each sentence with a word made from the word given in brackets. (1 point each)

1. Our laboratory wants to carry out a new _____ study. (**BENCH**)

2. The _____ employees will get a special bonus this year. (**FORTUNE**)

3. It's our _____ to recommend the best solution. (**OBLIGE**)

4. They have the knowledge and _____ to help you with your team-building. (**EXPERT**)

Unit 4 – INFORMATION

Coursebook, page 35, exercise **READING**



1. In the text find words or expressions corresponding to the following definitions:

1. to _____ = to blame someone for something; make a claim of wrongdoing or misbehavior against someone (*paragraph 1*)
2. _____ = excessive in degree or nature; compulsive; unwilling to give up some goal (*par 2*)
3. _____ = the act of searching for something (*par 2*)
4. _____ = a computer program for manipulating figures, displaying data in rows and columns (*par 3*)
5. _____ = very important or essential (*par 3*)
6. to _____ = to involve oneself in a situation, esp. to prevent conflict; to interfere (*par 3*)
7. _____ = the work of keeping an accurate record of the accounts of a business (*par 3*)
8. _____ = the dimension, quantity, or capacity determined by measuring (*par 4*)
9. _____ = the difference between the cost of buying or producing something and the price that it is sold for (*par 4*)
10. to _____ = to notify of approaching danger or action; to warn (*par 4*)
11. _____ = physical or mental energy needed to do something; a determined attempt to do something (*par 5*)
12. _____ = without any delay; immediately (*par 5*)
13. _____ = the state of being satisfied; satisfaction (*par 6*)
14. _____ = circulation or steady and smooth exchange of data or news (*par 6*)
15. _____ = an excessive burden; an amount that exceeds a bearable limit (*par 7*)
16. to _____ = to modify to achieve maximum efficiency; to make as perfect or effective as possible (*par 7*)
17. to _____ = to make (a manufacturing process) automatic (*par 7*)
18. to _____ = a metaphor meaning that something is predicting the end of something else (*par 8*)
19. _____ = activity, operation, running of something (*par 8*)
20. _____ = tending to vary often or widely; inclined to a sudden change (*par 8*)

2. Answer these questions based on the information contained in the text:

1. What is the generally accepted image of *GE* in America?

2. What does the process of computerizing involve, and how else is it called?

3. What is the main aim of *GE*?

4. How is the “digital dashboard” described?

5. What does the dashboard that all *GE*'s senior managers have do?

6. How is the digitization process reflected in financial terms for *GE*?

7. What do experts predict in terms of changing businesses' behavior?

8. How will the economy be changed if many firms become real-time enterprises?

9. Which metaphor is used to express the current behavior of firms, and how can you explain it?

10. How can companies use the newly obtained information about products and services, and what danger is mentioned in connection with the amount of information?

11. What impact will real-time economy have on companies and whole economies?

12. What happened in 1987, and what was it caused by?



Fill in the missing words in their correct form in the interview summary:

When talking about the difference between business intelligence (BI) and industrial espionage (IE), Gérard Desmarest points out that the first is (1) _____ legal while the second is not. BI uses any legal or open (2) _____, such as (3) _____ publications, business magazines, government organizations, (4) _____ (5) _____ sources, the internet, and even through (6) _____ (7) _____. IE, however, is about (8) _____ information by (9) _____ methods, e.g. electronic (10) _____ or by (11) _____ human agents inside businesses.

There are two areas where companies are particularly (12) _____. The first one includes their information systems. Businesses don't use proper protection, and they might not even know that (13) _____ files have been (14) _____ with. That is why it is important to protect the information, including how it is (15) _____ and (16) _____. On the other hand, people represent the other danger because they are not always (17) _____ and they may be ready to (18) _____ (19) _____ information in exchange for something they want. For example, a competitor can try to influence or (20) _____ a (21) _____ member of your (22) _____. This means that there are many reasons for business to install systems to (23) _____ employees' activities because information is too (24) _____ nowadays.

Making employees aware of the danger of espionage is firstly a question of (25) _____. Most employees do not know the (26) _____ that (27) _____ can use to (28) _____ information. Competitors can get much (29) _____ information by asking the right questions at the right time, but employees may not even (30) _____ that they are being (31) _____.

Gérard Desmarest also says he has been (32) _____ in cases when a company had been the (33) _____ of IE. His job was to (34) _____ and (35) _____ the installed systems. These mostly include quite (36) _____ electronic (37) _____ which (38) _____ telephone conversations, monitored meetings, and (39) _____ this information to (40) _____. So one part of their task was to (41) _____ a full security (42) _____. After that they (43) _____ the company's information managers on what to do to protect the company.

QUESTIONS – review & additional information

1. Closed (yes/no) and open (wh-) questions and answers

CLOSED (YES/NO)	<i>Do you speak French?</i>	<i>Yes, I do. / No, I don't.</i>
	<i>Are you staying at the Metropole?</i>	<i>Yes, I am. / No, I'm not.</i>
	<i>Were you living in Rome at the time?</i>	<i>Yes, I was. / No, I wasn't.</i>
	<i>Had you already left when I phoned?</i>	<i>Yes, I had. / No, I hadn't.</i>
	<i>Can you speak French?</i>	<i>Yes, I can. / No, I can't.</i>
	<i>May I come for dinner?</i>	<i>Yes, you may. / No, you may not.</i>
OPEN (WH-)	<i>When do you usually leave work?</i>	
	<i>Whose car did you borrow?</i>	
	<i>Where were you living at the time?</i>	
	<i>How much research had you done before the product launch?</i>	
	<i>How often do you travel abroad on business?</i>	
	<i>Why have you decided to cut back on investment this year?</i>	
	<i>What languages can you speak?</i>	
	<i>Which projects are you working on at the moment?</i>	
	<i>Which of the proposals did you accept?</i>	
	<i>Which one did you accept?</i>	

WHICH × WHAT

As you can see from the table, both “what” and “which” can be followed by a noun phrase; the difference between them lies in the possibility of answering such a question: if you start with “**which**”, you imply only a **limited number of possible choices**; on the other hand, starting with “**what**” means that the **number of possible choices is unlimited**:

Which color do you like, red or blue? = the answer is restricted to two possibilities
What color do you like? = it can be any color, the choice is unlimited

2. Who/what/which questions: asking about the object and subject

Open questions beginning with “who”, “what” or “which” can take two grammatical forms: the question can ask about the **object** of a sentence, OR it can ask about the **subject**; when asking about the object, the word order is as mentioned above while subject questions don't use any further auxiliaries (like *do*, *does*, *did*) and the question word, i.e. the questioned subject, is followed by a verb immediately:

OBJECT	<i>What city does <u>your brother</u> like most?</i>
	<i>What do <u>you</u> hate?</i>
	<i>Which does <u>Helen</u> prefer, coffee or tea?</i>
	<i>Which of these bags are <u>you</u> missing?</i>
	<i>Who(m) did <u>we</u> meet at the conference?</i>
	<i>Who(m) have <u>they</u> borrowed the book from?</i>
SUBJECT	<i>What <u>will happen</u> tomorrow?</i>
	<i>What subject <u>is</u> important for you?</i>
	<i>Which American presidents of the 20th century <u>were</u> Republicans?</i>
	<i>Which of these bags <u>is</u> yours?</i>
	<i>Who <u>stole</u> the book from the library? (NOT Who did steal the book?)</i>
	<i>Who <u>looks</u> like the famous actress? (NOT Who does look like the actress?)</i>

☞ **Be careful:** You can use the form “**whom**” or “**who**” when asking about the object but only “**who**” when asking about the subject:

Who/Whom have you seen? BUT *Who is the man? (NOT ~~Whom is the man?~~)*

3. Indirect (embedded) questions

When a question becomes part of a complex sentence (i.e. it is embedded in a sentence), its word order changes; **it does not have a word order of a question any more but of a statement**; when embedding **open** (*wh-*) questions, you **don't need any special conjunction** because these questions begin with words like "who", "what", "where", "how", etc. that function as conjunctions; however, since **closed** (*yes/no*) questions lack such words, you have to **insert "if" or "whether" in front of them**:

<i>What time is it?</i>	→	<i><u>Do you know what time it is?</u></i>
<i>Who is that woman?</i>		<i><u>I don't know who that woman is.</u></i>
<i>Where can I find Linda?</i>		<i><u>Can you tell me where I can find Linda?</u></i>
<i>How much will it cost?</i>		<i><u>Have you got any idea how much it will cost?</u></i>
<i>Are you at home?</i>		<i><u>I'd like to ask if/whether you are at home.</u></i>
<i>Have they seen the latest film?</i>		<i><u>I wonder if/whether they have seen the latest film.</u></i>
<i>Will Mary come for dinner?</i>		<i><u>Does he know if/whether Mary will come for dinner?</u></i>

👉 Be careful with **do/does/did** questions:

<i>What time does the film begin?</i>	→	<i>Do you know what time the film begins?</i>
		<i>NOT Do you know what time does the film begin?</i>
<i>What do you mean?</i>		<i>Please explain what you mean.</i>
<i>Why did Ann leave early?</i>		<i>I wonder why Ann left early.</i>

4. Prepositions in questions

As mentioned above, some **open** (*wh-*) questions ask about the object of a sentence; however, in some cases this object can be preceded by a preposition, which has to be kept in a question (you cannot simply delete it from the question); the most common place for such a preposition is – like in a statement – **after the verb**, which is frequently **at the end of a question**; placing a preposition at the very front of a question is also possible though very formal:

<i><u>Who(m) are you waiting for?</u></i>	<i><u>For whom are you waiting?</u></i> (EXTREMELY FORMAL)
<i><u>Where do you come from?</u></i>	<i><u>From where do you come?</u></i> (FORMAL)
<i><u>What are you talking about?</u></i>	<i><u>About what are you talking?</u></i> (FORMAL)
<i><u>Which car are you looking at?</u></i>	<i><u>At which car are you looking?</u></i> (FORMAL)

👉 **Be careful:** whenever you use "who" after a preposition, you have to use it in the form of "whom":

<i>For whom are you waiting here?</i>	NOT <i>For who are you waiting here?</i>
<i>Against whom did they protest yesterday?</i>	NOT <i>Against who did they protest yesterday?</i>

Sometimes it is possible to shorten a question to the use of a *wh-* word followed by a preposition:

<i>Let's go to the square and protest.</i>	<i>What against?</i>
<i>I think we should go to the concert.</i>	<i>Who with?</i>

5. Question tags

+ → -	<i><u>Mary will be here soon, won't she?</u></i>
	<i><u>There was a lot of traffic, wasn't there?</u></i>
	<i><u>Jim should pass the exam, shouldn't he?</u></i>
- → +	<i><u>The children won't be late, will they?</u></i>
	<i><u>Tony and I don't like maths, do we?</u></i>
	<i><u>There haven't been any free samples at the show, have there?</u></i>

👉 **Be careful:** if the intonation on the tag is **falling**, you are **not really asking a question**, you are just inviting the listener to agree with you; however, if the intonation is **rising**, it is a **real question**:

<i>A: It will be very hot and sunny tomorrow, <u>won't it</u>?</i>	<i>B: Yes, I know, it'll be terribly hot.</i>
<i>A: It will be very hot and sunny tomorrow, <u>won't it</u>?</i>	<i>B: You don't know? Yes, it will.</i>

- After **Let's...** the question tag is **...shall we?**, and after the imperative (**Do... / Don't do...** etc.), the tag is usually **...will you?**:

Let's go for a walk, shall we?
Don't be late, will you?

Open the door, will you?

- Note that we say **...aren't I?** (= *am I not?*) or **...ain't I** in colloquial English:

I'm late, aren't I?

I'm late, ain't I?

- In order to **express surprise or interest**, you can use a **positive** sentence with a **positive** question tag (with **rising** intonation):

*The Johnsons **are** leaving for Australia, **are they?***

Grammar exercises

1. Make a new sentence from the question in brackets.

- (Where has Tom gone?) Do you know where Tom has gone?
- (Where is the post office?) Could you tell me where _____
- (What's the time?) I wonder _____
- (What does this word mean?) I want to know _____
- (What time did they leave?) Do you know _____
- (Is Sue going out tonight?) I don't know _____
- (Where does Carol live?) Have you any idea _____
- (Where did I park the car?) I can't remember _____
- (Is there a bank near here?) Can you tell me _____
- (What do you want?) Tell me _____
- (Why didn't Kay come to the party?) I don't know _____
- (Do you have to pay to park here?) Do you know _____
- (Who is that woman?) I've no idea _____
- (Did Ann receive my letter?) Do you know _____
- (How far is it to the airport?) Can you tell me _____
- (What happened last night?) I wonder _____
- (Who has taken the textbook?) I'd like to know _____
- (Might she have seen you there?) I wonder _____
- (Should Tom and Jim have visited Luke?) Tell me _____
- (Whom have you heard on the radio?) She doesn't want to say _____
- (Needn't she have got up so early?) Does she know _____
- (What will be going on next weekend?) I don't know _____
- (Who has the house been built for?) I'll ask them _____
- (Which month do you like most?) I have no idea _____
- (What color did Mary choose for her dress?) I wonder _____

2. Make questions and ask about the underlined information.

1. I've been working in this company for 15 years.

2. I was trying to avoid my boss at the party last night.

3. So many new things happened when you were on vacation.

4. Both Lucy and Tom will refuse to accept the prize next week.

5. Austrians have protested against nuclear power stations.

6. We should have agreed on a common solution.

7. The new shopping center is being built by Skanska.

8. They were looking at the mountains in the distance.

3. Fill the gaps with "what", "which", "who", "whom" or "whose".

1. _____ company have you been working for?

2. Jim, _____ car did you borrow when you went for the business trip?

3. To _____ have you given the roses?

4. _____ of you, students, have seen the latest movie by Woody Allen?

5. _____ drink would you like – whisky or brandy?

6. On _____ property do they want to build the new apartment complex?

7. _____ will I see at the conference in Vienna?

8. _____ book are you going to read?

9. _____ have you agreed on?

10. _____ children did you meet at school?

11. _____ of the Czech advertising agencies works for you?

12. _____ students who attend your friend's course come from abroad?

13. For _____ did you bake the cake?

4. Make questions and ask about the underlined information. Each of the questions should be written in two variants – common English and formal English.

1. I will have a look at the problem as soon as I return from France.

COMMON ENGLISH: What will you have a look at as soon as you return from France?

FORMAL ENGLISH: At what will you have a look as soon as you return from France?

2. Many local people protest against the mass murderer who killed six women.

COMMON ENGLISH: _____

FORMAL ENGLISH: _____

3. The nice smell is coming out of my neighbor's window.
COMMON ENGLISH: _____
FORMAL ENGLISH: _____
4. The firm focused on some market segments during the economic recession.
COMMON ENGLISH: _____
FORMAL ENGLISH: _____
5. The research is pointing to mass-market consumption of entertainment.
COMMON ENGLISH: _____
FORMAL ENGLISH: _____
6. We failed to meet the quarterly targets because of Tom.
COMMON ENGLISH: _____
FORMAL ENGLISH: _____
7. None of us wants to invest in shares of Greek companies.
COMMON ENGLISH: _____
FORMAL ENGLISH: _____
8. The taxi driver will be waiting for you for twenty minutes in front of your house.
COMMON ENGLISH: _____
FORMAL ENGLISH: _____

5. Put a question tag on the end of these sentences.

Tom won't be late, _____?	No, he's never late.
You're tired, _____?	Yes, a little.
You've got a camera, _____?	Yes, why? Do you want to borrow it?
You weren't listening, _____?	Yes, I was!
Sue doesn't know Ann, _____?	No, they've never met.
Jack's on holiday, _____?	Yes, he's in Portugal.
Ann's applied for the job, _____?	Yes, but she won't get it.
You can speak German, _____?	Yes, but not very fluently.
He won't mind if I use his phone, _____?	No, of course he won't.
There are a lot of people here, _____?	Yes, more than I expected.
Let's go out tonight, _____?	Yes, let's.
This isn't very interesting, _____?	No, not very.
I'm too impatient, _____?	Yes, you are sometimes.
You wouldn't tell anyone, _____?	No, of course not.
Listen, _____?	OK, I'm listening.
I shouldn't have lost my temper, _____?	No, but never mind.
Don't drop that vase, _____?	No, don't worry.
He'd never met her before, _____?	No, that was the first time.

6. Translate the following sentences into English.

1. Nemůžu ti říct, proč bude zítra v práci málo zaměstnanců.

2. O čem jste včera s Janou tak dlouho hovořili?

3. Jakému nápoji dáváš přednost, kávě nebo čaji?

4. Rád bych věděl, jestli bude letos tuhá zima.

5. Ten dopis ještě nedorazil, že?

6. Kolik předmětů jsi už absolvovala?

7. Kdo ti ukradl ty hodinky, nové auto a peněženku?

8. Měl jsem se včera učit na ten test, že ano?

9. S kolika lidmi jste včera večer večereli?

10. Marie si nemusela půjčovat tu knihu v knihovně, protože ji měla doma, že?

11. Co ti bylo v poslední době ukradeno z auta?

12. Jakým druhem dopravy jste se sem dostali?

13. Mary a Luke ještě nepřišli na večírek, že?

14. Tvoje mladší sestra nesmí chodit spát příliš pozdě, že ne?

15. Proti které nadnárodní organizaci protestuješ?

REVIEW TEST

BPJ_J11A

Intelligent Business: Unit 4 – Information

Name:			
Teacher:		TOTAL (60 points to pass)	MARK
Number of points (max. 100 points)			
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

I. Listening: (max. 20 points) points

II. Vocabulary: (max. 34 points) points

A. Translate the following expressions into English: (2 points each)

urychlit informační tok – _____

shromažďovat informace a vkládat je do systému – _____

data představující novou obchodní příležitost – _____

analyzovat a optimalizovat dodavatelský řetězec – _____

sledovat nestálé finanční trhy – _____

podniknout kroky proti předznamenánému krachu na burze – _____

odrazovat uživatele od psaní poznámek rukou – _____

vyzradit důvěrné dokumenty průmyslové špionáži – _____

B. Write expressions the following definitions refer to: (2 points each)

- a broad category of applications and technologies for gathering, storing, analyzing, and providing access to data to help enterprise users make better business decisions:
- a computer program that can show rows of figures and perform calculations with them; it is often used to work out sales, taxes, profits and other financial information:

C. Complete the sentence with one of the following phrases; translate the selected phrase: (2 points each)

**BLOG, GADGET, DASHBOARD, QUEST,
CREDIBILITY, SURVEILLANCE, ENTERPRISE**

- Electronic _____ is sometimes used to obtain information about a company.

In Czech or Slovak: _____

- The awarded prize has contributed to his _____ as a business analyst.

In Czech or Slovak: _____

- This _____ is a clever electronic device for detecting sounds around you.

In Czech or Slovak: _____

D. Complete each sentence with a correct form of one of the following verbs; each verb can be used only once: (1 point each)

**HEAD – TERMINATE – ACCUSE – SPEED UP
OVERLOAD – ADOPT – COUNSEL – CONTRADICT**

- Could you _____ your employees of being lazy and inefficient?

- I think that _____ new computer systems will raise our efficiency.

- Career _____ is an important part of the services our company provides.

- _____ you ever _____ a multinational company with hundreds of employees?

E. Complete each sentence with a word made from the word given in brackets. (1 point each)

- The benefit is that I can get the information _____.
(**INSTANT**)

- Please complete this _____ and return it asap.
(**QUESTION**)

- Do you have any idea when the _____ will be finished?
(**MODIFY**)

- Where does your _____ come from? (**ANNOY**)

III. Grammar: (max. 30 points)

points

A. Fill in the gaps with a suitable preposition or adverbial, if necessary: (1 point each)

1. I disagree with the practice of spying _____ staff.
2. "So, let's move _____ to the next point on our agenda."
3. We'll have to confront Jack _____ the fact that the files are missing.
4. I have to concede _____ your argument that the inflation is low now.
5. They've decided to opine openly _____ their financial problems.
6. These back-up systems are critical _____ our operations!

B. Ask questions about the underlined part of each sentence. (3 points each)

1. Bookkeeping has been managed by this program for five years.
I wonder _____.
2. Tom wants to know: "Has that terrible HR manager already been fired?"
Could you tell him _____?
3. Unfortunately, an unknown man stole all my luggage at the airport an hour ago.
All of us would like to know _____.

C. Fill the gaps with the correct form of the **VERBS** and other words in brackets: (1 point each)

- A:** "Please, don't ask me why _____ (I, **LEAVE**) my last job last week.
Could you imagine _____ (it, **BE**, hard, how) to cooperate with my boss? Impossible!"
- B:** "What _____ (your colleagues, **DO**) in the future?
_____ (**BE PLANNING**, they, also) to terminate their contracts like you?"
- A:** "No, _____ (they, *verb* + not). What _____ (they, **WOULD, DO**, it, for)? They don't have such problems."
- B:** "But you are not leaving the country, _____ (*question tag*)? And _____ (**COME**, who) to your position?"
- A:** "I don't know and I don't care. Let's go home, _____ (*question tag*)?"

D. Choose a suitable option that can complete each sentence. The number of correct answers is **1–3**. (2 points each)

1. That _____ Michael, _____?
A: couldn't have been ... could it **B:** can't be ... can he
C: couldn't have been ... could he **D:** is ... is it
2. _____ what _____ film have you been talking _____ with Josh _____?
A: – ... – ... about ... – **B:** about ... – ... – ... –
C: – ... about ... – ... – **D:** – ... – ... – ... about
3. Your brother _____ a lot of contacts to famous people, _____ he?
A: has ... hasn't **B:** hasn't ... does
C: has got ... hasn't **D:** has ... doesn't

IV. Translation: (max. 16 points)

points

Translate the following sentences into English:

Ředitelka pro informační technologie odmítla zasahovat do zavádění počítačů na účetní oddělení, protože automatizované vedení účetních knih vždy bylo naším hlavním cílem a vložili jsme do něj mnoho úsilí. Kromě toho se vyhýbá poskytování podrobností o průmyslové špionáži a sledování, protože nikdo neví, jestli si je konkurence vědoma možných bezpečnostních rizik, a není tak důvod, proč by měly být tyto důvěrné informace sdíleny.

Unit 5 – TECHNOLOGY

Coursebook, page 44, exercise **READING**



1. In the text find words or expressions corresponding to the following definitions:

1. _____ = a newly founded company (*paragraph 1*)
2. to _____ = to attach something to something else (*par 1*)
3. _____ = surprisingly impressive; impressive; amazing (*par 1*)
4. to _____ = to speak of yourself in superlatives; to show off (*par 1*)
5. _____ = broadly or extravagantly humorous; absurd (*par 2*)
6. _____ = a person or thing that suffers harm or death; a person who is tricked or swindled (*par 2*)
7. _____ = a machine or tool used for the purpose of sharing or passing information (*par 2*)
8. _____ = electronic equipment intended for everyday use, most often used in entertainment, communications and office productivity (*par 2*)
9. _____ = the owner of a business who attempts to make money by risk and initiative; businessman (*par 2*)
10. _____ = in an uncontrolled manner; in a highly excited way with strong emotion or frustration (*par 3*)
11. _____ = someone who contracts to receive and pay for a service or a certain number of issues of a publication (*par 3*)
12. _____ = not yet used or exploited; not utilized (*par 3*)
13. _____ = the pursuit (of a person or animal) by following tracks or marks they left behind (*par 3*)
14. _____ = an electronic device which accomplishes some routine housekeeping task, which includes purposes such as cooking, food preservation, or cleaning (*par 3*)
15. _____ = the occurrence of two or more things coming together; the act of coming closer (*par 4*)
16. _____ = the percentage of persons reached by a medium of communication, such as TV or a newspaper (*par 4*)
17. _____ = unable to hold or contain more; full (*par 5*)
18. to _____ = to transmit (data) in real time, especially over the Internet (*par 5*)
19. _____ = the human race; human beings collectively (*par 5*)
20. _____ = a wish or longing; a request (*par 5*)

2. Answer these questions based on the information contained in the text:

1. How does the text describe the new *PetsCell* mobile phone?

2. What does *Pets Mobility* say was the reason for introducing the *PetsCell*?

3. What does it mean that “the mobile-telecoms industry has become a victim of its own success”?

4. What is said about mobile telecoms markets in China and Africa?

5. What statistic is no longer true due to the expansion of mobile phones?

6. Why is the mobile phone industry looking for new sources of growth?

7. What are the other three untapped markets for mobile phones, mentioned in the text?

1.

2.

3.

8. What are *MyMo* and *i-Kids*?

9. What does *DoCoMo* estimate?

10. What is the important feature of third-generation networks, and what will their introduction probably result in?

11. Why is mobile coverage being extended, where is it available now, and where will it be available soon?

12. What future plans of using mobile communication are mentioned in the text?



Fill in the missing words in their correct form in the speech summary:

The speaker starts by saying that what they need to (1) _____ is the (2) _____ of a corporate website. Such a website is – as the speaker says – an (3) _____ (4) _____ and marketing (5) _____. They need to begin by asking their information technology (6) _____ several questions. The answers that the company needs from its IT (7) _____ (8) _____ the hardware and the time necessary to spend (9) _____ the (10) _____.

While waiting for the answers, the speaker suggests that the (11) _____ (12) _____ starts with the preparations of product (13) _____, and (14) _____ an online (15) _____. It should be modeled on the (16) _____ used for the last market (17) _____.

In the end, the communications departments should organize (18) _____ meetings to keep everyone (19) _____ and (20) _____.

RELATIVE CLAUSES – review & additional information

1. Prepositions in relative clauses

Placing prepositions in a relative clause is basically **the same as in questions** (see unit 4); this means that a preposition is usually placed **after the verb** (which is usually at the end of a sentence); however, it is also possible to place a preposition **in front of a relative pronoun** (i.e. at the beginning of a relative clause), which makes the clause **very formal** but there are **two rules** that must be obeyed:

a) like in questions, if a preposition is placed **in front of “who”**, it takes the form of **“whom”**:

*That's the man **who** I'm waiting for.* OR *That's the man for **whom** I'm waiting.* (FORMAL)
but **NOT** *That's the man for **who** I'm waiting.*

b) you can **never place a preposition in front of “that”**; if you want to use this relative pronoun, you have to place the preposition **after the verb**, or if you want to keep the preposition at the front, you have to replace “that” with **“which” or “whom”**:

*This is the book for **that** I've been looking.* → *This is the book **that** I've been looking for.* OR
*This is the book for **which** I've been looking.* OR *This is the book **which** I've been looking for.*

2. Translation of Czech “což”

There is a special type of non-defining relative clauses whose meaning does not refer to one noun or nominal phrase (like in such cases as “...the technician, who...” or “...the salad, which...”) but it refers to the whole main clause. Such a clause is always introduced with **“, which”** and it is translated into Czech as **“což”**:

*The shoppers had to pay more money for the goods, **which** made them angry.*
*The Sun started to shine, **which** pleased the children very much.*
*Thousands of people have fallen ill recently, **which** represents a serious problem.*

3. Some of whom; many of which, etc.

Sometimes you talk about more things or people and you also want to say something closer about some (or all or none...) of them; to do that, you can use a **relative clause with an of-phrase**:

PEOPLE	<i>all / some / none (for more than two) / neither (for two) / both / any / every / ...</i>	of	<i>whom</i>
THINGS	<i>five / hundreds / a few / most / ... (the office / the sister / the components / ...)</i>		<i>which</i>

*Mary has three brothers. **All of them** are married.*
→ *Mary has three brothers, **all of whom** are married.*

*They asked me a lot of questions. I couldn't answer **most of them**.*
→ *They asked me a lot of questions, **most of which** I couldn't answer.*

*Tom tried on three jackets, **none of which** fitted him.*
*Two men, **neither of whom** I had ever seen before, came into my office.*
*They've got three cars, **two of which** they never use.*
*Sue has a lot of friends, **many of whom** she was at school with.*

☞ This *of*-phrase is used mostly with **pronouns** and **numerals**; it is also possible to use it with **noun phrases**, however, it is much more common and natural to use possession with **“whose”** in such cases:

*This is the new machine, **the components of which** were made in Germany.*
→ *This is the new machine, **whose components** were made in Germany.*

*This is my classmate, **parents of whom** are in jail.*
→ *This is my classmate, **whose parents** are in jail.*

4. Summary

1. Defining relative clauses:

- the information provided is necessary and cannot be omitted
- it is never separated with commas

*The woman **who lives next door** is a doctor.*

*We met some people **whose car had broken down**.*

- the used relative pronoun can be – among others – **that**
- if the relative clause has its own subject, the relative pronoun can be left out:

*We stayed at the hotel (**that/which**) Ann recommended to us.*

*Your brother is the person (**who(m)/that**) I met yesterday.*

- the preposition in the relative clause can be put either after the verb,
or before the relative pronoun (BUT it can never be **that!**)

*I brought you the book (that/which) **I told you about**.*

*I brought you the book **about which** I told you.*

*~~I brought you the book **about that** I told you.~~*

*This is the man **about whom** I told you.*

2. Non-defining relative clauses:

- the information provided is supplementary and can be omitted
- it is separated with commas

*My brother Jim, **who is a doctor**, lives in London.*

*Colin told me about his new job, **which he's enjoying very much**.*

- **that** cannot be used as a relative pronoun here

*We stayed at the Grand Hotel, **which** Ann recommended to us.*

*~~We stayed at the Grand Hotel, **that** Ann recommended to us.~~*

- relative pronouns in non-defining clauses cannot be left out

*We stayed at the Grand Hotel, **which** Ann recommended to us.*

~~We stayed at the Grand Hotel, Ann recommended to us.~~

- the preposition in the relative clause can be put either after the verb,
or before the relative pronoun

*Mr Gray, **who you spoke to yesterday**, is our Personnel Manager.*

*Mr Gray, **to whom you spoke yesterday**, is our Personnel Manager.*

	Defining	Non-defining
Important information	✓	✗
Separated with commas	✗	✓
<i>that</i> can be used	✓	✗
Pronoun can be omitted	✓ if it isn't the subject ✗ if it is the subject	✗
It is possible to make shortened sentences from them (with <i>-ing</i> / <i>-ed</i>)	✓	✓

	that	which	who	whose
Used in a defining clause	✓	✓	✓	✓
Used in a non-defining clause	✗	✓	✓	✓
Used after a preposition	✗	✓	✓ whom ✗ who	✓
Can be omitted in a defining relative clause if it is not a subject	✓	✓	✓	✗

Grammar exercises

1. Complete the sentences with who, whom, whose, which or that. If there are more options, list them all.

- The customer _____ company I visited is phoning this afternoon.
- The manual _____ they sent explains everything.
- Let me introduce Tim O'Brien, _____ will work as a new marketing director here.
- It's difficult to say _____ this fax was sent by.
- The candidates _____ CVs I looked at this morning were all very good.
- I don't remember _____ I spoke to when I called yesterday.
- Your colleague, _____ I met this morning, had a different opinion.
- Those students _____ have failed the final exam will have to re-take it.
- Toyota is a manufacturer _____ reputation is excellent all over the world.
- The contract _____ you showed me before was different to this one.
- I can't remember _____ I invited to the meeting.
- Do you know _____ Catherine works for?
- The consultant, _____ seems very young, is speaking to Martin Sommer.
- The man _____ is reading the newspaper is my husband.
- They promoted the manager _____ sales team was most successful.

2. Put a bracket around the relative pronoun if you can leave it out. Put a tick (✓) at the end if you must keep the relative pronoun.

- The book that you lent me about e-commerce is really interesting.
- The company which is our main competitor is Apollo.
- The name which they chose for the new model is Prima.
- The meeting room, which wasn't very large, became hot and stuffy.
- In the end, the sales campaign was the best that we'd ever had.
- These are the people whose names appear on the database.
- The people who attended the presentation found it very useful.
- The supplier who we visited last week had better quality than this one.
- Look at the building whose owner is the multi-millionaire from Africa.
- Richard Branson, who started with almost nothing, is a typical entrepreneur.
- Newsweek* is the English-language magazine that I read most often.

3. Read the information and complete the sentences. Use a relative clause. Sometimes the clause is defining and sometimes it is non-defining. Use commas where necessary.

1. There's a woman living next door. She's a doctor.
The woman who lives next door is a doctor.
2. I've got a brother called Jim. He lives in London. He's a doctor.
My brother Jim _____
3. There was a strike at the car factory. It lasted ten days. It is now over.
The strike at the car factory _____
4. I was looking for a book this morning. I've found it now.
I've found _____
5. London was once the largest city in the world, but the population is now falling.
The population of London _____
6. A job was advertised. A lot of people applied for it. Few of them had the necessary qualifications.
Few of _____
7. Margaret has a son. She showed me a photograph of him. He's a policeman.
Margaret showed me _____

4. Combine each pair of sentences by including the word given in brackets.

1. Last year we introduced a new line. It's aimed at the youth market. (that)
The new line that we introduced last year is aimed at the youth market.
2. I'd like you to meet a colleague. He could be a useful contact for you. (who)
I'd like you to meet a colleague _____
3. A candidate's CV is on your desk. She deserves an interview. (whose)
The candidate _____ deserves an interview.
4. A visitor is coming next week. She's from our Paris office. (who)
The visitor _____ is from our Paris office.
5. Tom took me to a restaurant. It was called 'Noodle Heaven'. (that)
The restaurant _____ was called 'Noodle Heaven'.
6. I heard a man's presentation. He was an investment banker. (whose)
The man _____ was an investment banker.
7. Here is a mobile phone. I was telling you about it. (that)
Here is the mobile phone _____
8. Over there is a site. They're going to build a new factory. (where)
The site _____ is over there.

5. Complete the sentences using one of the following verbs in the correct form.

blow call invite live offer read ~~ring~~ sit study work

1. I was woken up by a bell ringing.
2. A lot of the people _____ to the party cannot come.
3. Life must be very unpleasant for people _____ near busy airports.
4. A few days after the interview, I received a letter _____ me the job.
5. Somebody _____ Jack phoned while you were out.
6. There was a tree _____ down in the storm last night.
7. When I entered the waiting room it was empty except for a young man _____ by the window _____ a magazine.
8. Ian has got a brother _____ in a bank in London and a sister _____ economics at university in Manchester.

6. Put in that or what. If the sentence is complete with or without that, write (that) — in brackets.

1. I gave her all the money (that) I had.
2. They give their children everything _____ they want.
3. Tell me _____ you want and I'll try to get it for you.
4. Why do you blame me for everything _____ goes wrong?
5. I won't be able to do much but I'll do the best _____ I can.
6. I regret to say so but we have to insist on _____ was agreed earlier.
7. I regret to say so but we have to insist on the procedure _____ was agreed earlier.
8. I can only lend you ten pounds. It's all _____ I've got.
9. Lucy can't be held responsible for _____ other people do.
10. Lucy can't be held responsible for anything _____ other people do.
11. Lucy can't be held responsible for anything _____ happens.
12. I don't agree with _____ you've just said.
13. I don't trust him. I don't believe anything _____ he says.

7. Complete each sentence using who/whom/whose/where.

1. What's the name of the man _____ car you borrowed?
2. A cemetery is a place _____ people are buried.
3. A pacifist is a person _____ believes that all wars are wrong.
4. An orphan is a child _____ parents are dead.
5. The place _____ we spent our holidays was really beautiful.
6. This school is only for children _____ first language is not English.
7. I don't know the name of the woman to _____ I spoke on the phone.

8. Join the two sentences to use a relative clause. Each of the relative clauses should be written in two variants – common English and formal English.

1. The report was sent to our CEO an hour ago. You had focused on it.
COMMON ENGLISH: The report (which/that) you had focused on was sent to our CEO an hour ago.
FORMAL ENGLISH: The report on which you had focused was sent to our CEO an hour ago.
2. Mr. McDunlop has been married three times. We talked about him yesterday.
COMMON ENGLISH: _____
FORMAL ENGLISH: _____
3. I've never met Jim. His business trip has been approved of by his boss.
COMMON ENGLISH: _____
FORMAL ENGLISH: _____
4. I want to buy the new model of Swatch. I'll wait for it until December.
COMMON ENGLISH: _____
FORMAL ENGLISH: _____
5. This is Professor Brown. Mary complained about him.
COMMON ENGLISH: _____
FORMAL ENGLISH: _____

9. Join the two sentences in the way shown to make relative clauses.

1. These are my books. All of them were bought in England.
These are my books, ***all of which were bought in England.***
2. My boss has two secretaries. Only one of them can speak English.
My boss has two secretaries, _____.
3. We had to cut down the trees. Some of them were too old and could fall.
We had to cut down the trees, _____.
4. Joe has two nephews. Neither of them knows how to drive a car.
Joe has two nephews, _____.
5. My family owns two houses in Nottingham. They are both for sale.
My family owns two houses in Nottingham, _____.
6. Here are graves of American soldiers. They were all killed in the Vietnam war.
Here are graves of American soldiers, _____.

10. Translate the following sentences into English.

1. Chtěl bych potkat každého, kdo je tvým přítelem.

2. Pracujeme ve společnosti, jejíž vedení bylo loni znovu zvoleno.

3. Tato fúze byla špatně zorganizovaná, což mě velmi rozčílilo.

4. Viděla jsem nové laptopy, s nimiž budeme pracovat.

5. Místo, kde jsme se minule setkali, je na druhém břehu řeky.

6. Mám tři bratry, z nichž jeden pracuje jako účetní v bance.

7. Písnička, kterou obvykle poslouchám, je už 10 let stará.

8. Na Velikonoce pojedeme do Paříže, která bude určitě nádherná.

9. Tvoje auto, které je zaparkované u hotelu, bylo velmi špinavé.

10. Dostávám víc práce, s čímž absolutně nesouhlasím.

11. Generální ředitel má dvě sekretářky, z nichž ani jedna neumí anglicky.

12. Generální ředitel má tři auta, z nichž ani jedno nejedí.

REVIEW TEST

BPJ_J11A

Intelligent Business: Unit 5 – Technology

Name:			
Teacher:		TOTAL (60 points to pass)	MARK
Number of points (max. 100 points)			
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

I. Listening: (max. 20 points) points

II. Vocabulary: (max. 34 points) points

A. Translate the following expressions into English: (2 points each)

podobat se výrobkům spotřební elektroniky – _____

vydávat (*o automat*) pevný disk velikosti zapalovače – _____

podnikatelé působící na nenasyceném trhu – _____

rozšířit pokrytí mobilními telefony – _____

zařízení s vestavěným satelitním sledováním – _____

spustit strategii zaměřenou na předplatitele – _____

naladit stanici bezdrátovým přenosným rádiem – _____

nadbytečný doplněk (*oděvu*) připevněný na řemínku – _____

B. Write expressions the following definitions refer to: (2 points each)

1. the activity of presenting, advertising and selling a company's products in the best possible way:

2. to move computer software or information from one computing device to another especially from a local computer to a central server or network:

C. Complete the sentence with one of the following phrases; translate the selected phrase. (2 points each)

**CONVERGENCE, TRIUMPH, APPLIANCE, HYPE,
VENDORS, VISUAL AIDS, RESEARCHER, CLAMSHELLS**

1. I hope the components from different _____ will cooperate without problems.

In Czech or Slovak: _____

2. Fortunately, the _____ about the technology's prospects is now moving away.

In Czech or Slovak: _____

3. I'd describe this car as the _____ of ecology and manufacturing.

In Czech or Slovak: _____

D. Complete each sentence with a correct form of one of the following verbs; each verb can be used only once: (1 point each)

**LACK – DOWNLOAD – OMIT – INTEND
POSTPONE – EXAGGERATE – SHRINK – ACCREDIT**

1. Claims about WiMax _____ strongly _____.

2. The launch of the new model on to the market will have to _____.

3. The product has to _____ by a standards body.

4. Is it true that profits of many companies _____ recently?

E. Complete each sentence with a word made from the word given in brackets. (1 point each)

1. If the networks are _____, why should we run them?
(**TAP**)

2. The new generation of mobile phones was a real _____!
(**BREAK**)

3. I don't think your invention can be _____.
(**MARKET**)

4. We sell communications devices as well as _____ devices.
(**COMPUTE**)

III. Grammar: (max. 30 points)

points

A. Fill in the gaps with a suitable preposition or adverbial, if necessary: (1 point each)

1. Adults shouldn't prevent children _____ using mobiles.
2. We have decided to subscribe _____ this new Internet service.
3. I'm sure some of the new technologies are already _____ the horizon.
4. Nokia wants to take part _____ the tender.
5. Your mobile can be clipped _____ a bag!
6. The store introduced a limit _____ the number of items you can buy there.

B. Join the sentences to make relative clauses. (3 points each)

1. I have one brother. His wife is a teacher. He is older than me.
My brother _____.
2. I met your mother an hour ago. We spoke about her yesterday.
I met your mother _____.
3. I was born in a city. My best friend was also born in that city.
I was born in a city _____.

C. Fill the gaps with the correct form of relative pronouns, commas and prepositions if necessary: (1 point each)

We want to carry out an online survey _____ should help us with determining consumers' needs. It asks questions about the field _____ we focus _____.

The designed questionnaire _____ completion is voluntary will serve as a source of information for us. The customers _____ we hope to address will have a chance to win a coupon for 1,000 CZK. When the survey is finished, we'll be processing the information _____ can take us several months. We want to find a service with _____ our customers are most satisfied. We also plan to reconstruct our webpage _____ offers our products and services. The staff _____ provides the services should be more involved in this activity, i.e. they should try to give the customers _____ visit them as much information as they can.

D. Choose a suitable option that can complete each sentence. The number of correct answers is 1–3. (2 points each)

1. This is the prison _____ we managed to escape _____.
A: from which ... – B: – ... from
C: that ... from D: from that ... –
2. We live on the Earth _____ is the third planet of the solar system.
A: which B: that
C: , which D: –
3. Mobiles _____ from our warehouse _____ have been found.
A: , which were stolen ... , B: which were stolen ... –
C: stolen ... – D: , that were stolen ... ,

IV. Translation: (max. 16 points)

points

Translate the following sentences into English:

Telekomunikační společnosti podporují větší využívání datových služeb přes mobilní telefony. Proto rozšiřují pokrytí signálem nebo nabízejí nové služby, jako například stahování hudby a souborů do mobilu z počítače, přístup k internetu, sledování videa, posílání fotografií nebo čtení emailových zpráv. Dalším možným přístupem je povzbuzovat lidi, aby využívali své stávající telefony nebo nové telefony v sítích třetí generace, nabízejících spoustu kapacity navíc stejně jako další komunikační služby.

Unit 6 – ADVERTISING

Coursebook, page 51, exercise **READING**



1. In the text find words or expressions corresponding to the following definitions:

1. _____ = the total amount of money allocated for a specific purpose during a specified period (*paragraph 1*)
2. _____ = quantifiable; having dimensions or size that can be determined (*par 1*)
3. to _____ = a metaphor meaning that something is thrown away or wasted (*par 1*)
4. _____ = difference; variety or heterogeneity (*par 2*)
5. to _____ = to vary within specified limits; to vary between one point and another (*par 3*)
6. _____ = a business or a person that sells goods directly to the public (*par 3*)
7. _____ = giving the best possible profit or benefits for the money that is spent (*par 4*)
8. _____ = a business or service authorized to act for others in using methods and activities to establish and promote a favorable relationship with the public (*par 4*)
9. to _____ = to put (a new product) on the market (*par 4*)
10. _____ = having a smooth, shiny, lustrous surface (*par 4*)
11. to _____ = to spend money extravagantly or wastefully (*par 4*)
12. _____ = a paid advertisement on television or radio (*par 4*)
13. _____ = a company or a person that promotes a product or a service (*par 5*)
14. _____ = a type of product sold using a particular name, which is often the name of the company that produces it (*par 5*)
15. to _____ = to constitute the governing or primary factor in something; to represent (*par 5*)
16. _____ = extremely small (*par 5*)
17. _____ = *here*: a whole that can be shared; a metaphor referring to a market (*par 5*)
18. _____ = having or showing certainty; marked by confidence in oneself; self-assured (*par 6*)
19. to _____ = to put forward; present; represent; to create or be (a problem, threat, etc.) (*par 6*)
20. _____ = steadily and persistently; without signs of tiredness (*par 6*)

2. Answer these questions based on the information contained in the text:

- 1. What fact has the more precise measurability of advertising effects revealed?

- 2. Why is the advertising industry experiencing a difficult period?

- 3. Why have some of the traditional advertising methods become ineffective?

- 4. What development of advertising spending is expected “this year”, according to the text?

- 5. What alternative advertising methods are mentioned, ranging from public relations to direct mail?

- 6. What is the core issue of the current advertising industry, and what example regarding TV advertising is given?

- 7. How has the behavior of people changed in terms of spending their leisure time?

- 8. What do some advertisers predict as far as the internet as an advertising medium is concerned?

- 9. What are the weak points of the internet as an advertising medium?

- 10. What was the original common belief that Rupert Howell denied?

- 11. How will the advertising industry deal with the challenges brought by new media?



Fill in the missing words in their correct form in the speech summary:

Procter and Gamble, a company that helped to find a new way to (1) _____ goods, is now looking again for (2) _____ ways to reach (3) _____. In the past, it set up an (4) _____ whose purpose was to (5) _____ an army of thousands of teenagers. They should discuss ideas about new products and help (6) _____ marketing (7) _____. In return, the teenagers can use new things before their (8) _____.

Getting (9) _____ to buy new products to influence a (10) _____ market is not a new idea. So-called 'early (11) _____' are used by consumer electronics companies to give their products a successful start. There is also a wider group, which (12) _____ sometimes call 'prosumers', meaning (13) _____ consumers. Some specialists think that this group is the most (14) _____ of all.

Euro RSCG is (15) _____ a study of prosumers, which can represent (16) _____ or so of any (17) _____ group. They are everywhere, at the (18) _____ of (19) _____, and what they tell their friends about (20) _____ and products tends to become (21) _____ 6-18 months later. They also (22) _____ by category.

This type of people generally (23) _____ traditional ads, and (24) _____ use the internet to (25) _____ new products and their prices. Half of them (26) _____ companies and products not found on the internet. If they want to (27) _____ prosumers, companies must be open about (28) _____ information.

GERUNDS & INFINITIVES – additional information

1. Verbs of perception

This is a special group of verbs: they aren't usually used in the continuous form, i.e. the *ing* form (see grammar for unit 1), and they are **followed by an object plus either a gerund or a bare infinitive (without to), influencing the meaning of the verb**; these verbs include:

see	hear	smell	taste
feel	listen to	notice	watch

- If we see or hear only **part of the action**, or it **continues**, we use the ***ing* form**.
- If we see or hear **the whole action** from beginning to end, we use the **bare infinitive without to**:

<i>I saw her giving her presentation.</i>	= I saw part of the presentation
<i>I saw her give her presentation.</i>	= I saw the whole presentation
<i>I heard the machine making a strange noise.</i>	= I heard the noise and it continued
<i>I heard the machine make a strange noise.</i>	= I heard the noise and it stopped
<i>I've listened to him playing the violin.</i>	= I've listened to part of his performance
<i>I've listened to him play the violin.</i>	= I've listened to the whole performance

2. Bare infinitive with *make* and *let*

A bare infinitive, i.e. an infinitive without to, is not used only with verbs of perception; there are other verbs that require this type of infinitive – such as “**make**” and “**let**”:

<i>I made them check everything very carefully.</i>	(NOT I made them to check...)
<i>They let us have all these free samples.</i>	(NOT They let us to have...)

☞ **Be careful:** However, if the verb “**make**” is used in the passive (“**be made**”), it is followed by an **infinitive with to**:

*I was **made to check** everything very carefully.* (NOT ~~I was made check...~~)

3. Passive forms in gerund and infinitive

Gerunds or infinitives that follow other verbs are usually in the **active voice**:

*She has avoided **doing** her homework.*
*Luke will refuse **to participate** in the contest next week.*

However, even such gerunds or infinitives can be in the **passive voice** form; the forms are as follows:

	ACTIVE	PASSIVE
GERUND	verb + <i>ing</i> <i>avoid <u>seeing</u></i>	verb + <u>being</u> + past participle <i>avoid <u>being seen</u></i>
INFINITIVE	verb + infinitive with to <i>refuse <u>to make</u></i>	verb + <u>to be</u> + past participle <i>refuse <u>to be made</u></i>

*If the share price falls any more we risk **being taken over** by a larger company.*
*I think I deserve **to be given** a pay rise.*
*Lucy has chosen **to be trained** by Mark since she has considered **being sent** to the contest.*

4. Gerund or infinitive: change in meaning

Some verbs can be followed by **ing** or **to + infinitive** and the **meaning of the verb changes**:

REMEMBER & FORGET

We use “remember/forget doing” for **memories of the past** (the action happens before the remembering). However, we use “remember/forget to do” for **actions someone is/was supposed to do** (the remembering happens before the action):

<i>I definitely <u>remember posting</u> the letter</i>	= PAMATUJI SI, ŽE JSEM NĚCO UDĚLAL
<i>I must <u>remember to post</u> the letter</i>	= NESMÍM ZAPOMENOUT NĚCO UDĚLAT
<i>I'll never <u>forget flying</u> into Taipei airport.</i>	= NEZAPOMENU, JAK SE NĚCO STALO
<i>Sorry, I <u>forgot to turn off</u> the lights.</i>	= ZAPOMNĚL JSEM NĚCO UDĚLAT

REGRET

We use “regret doing” when we are **sorry about something** that happened in the past while we use “regret to inform/to tell” when we are **giving bad news**:

<i>I <u>regret saying</u> no to the job in Paris.</i>	= LITUJI, ŽE JSEM NĚCO UDĚLAL
<i>I <u>regret to inform</u> you that we are unable to ...</i>	= S LÍTOSTÍ VÁM OZNAMUJI, ŽE...

STOP

We use “stop doing” when we **end an action** while we use “stop to do” when we **give the reason for stopping**:

<i>We <u>stopped buying</u> from that supplier.</i>	= PŘESTAT NĚCO DĚLAT
<i>I <u>stopped to buy</u> something for my wife.</i>	= PŘESTAT S NĚJAKOU ČINNOSTÍ, ABY SE NĚCO JINÉHO (NE)STALO

MEAN

We use “mean doing” when **one thing results in or involves another**. We use “mean to do” to express an **intention**:

<i>Globalization <u>means being</u> active in every major market.</i>	= ZNAMENAT NĚCO
<i>I <u>meant to phone</u> you, but I forgot.</i>	= MÍT V ÚMYSLU NĚCO UDĚLAT

GO ON

We use “go on doing” when we **continue doing** something. We use “go on to do” when we **move on to do something else**:

<i>We <u>went on trading</u> even though we were nearly bankrupt.</i>	= POKRAČOVAT V TOMTÉŽ
<i>After leaving IBM he <u>went on to start</u> his own company.</i>	= POKRAČOVAT DÁLE NĚČÍM JINÝM

Grammar exercises

1. Complete the sentences with being or to be.

1. I enjoy _____ taken out for expensive meals.
2. The Minister denied _____ given a bribe.
3. The Minister refused _____ questioned about the bribe.
4. I expect _____ asked some tough questions after my presentation.
5. Do you mind _____ picked up at the airport by a taxi?
6. How awful! Imagine _____ asked to give a presentation on a topic like that!

2. Fill the gap with the correct form of the verb in brackets.

1. I think I'll ask Jim to _____ (stop) _____ (buy) that perfume because I can't stand it.
2. Cleaning your room means _____ (put) all your toys into the box, Tom.
3. I've been listening to Sarah _____ (play) the guitar for an hour and then I had to leave.
4. Unfortunately our company was made _____ (pay) damages to the customer.
5. After five years in IT I think I'll go on _____ (start) my own business in telecommunications.
6. I felt the ball _____ (hit) my head and then I passed out.
7. Sorry, I regret _____ (send) the email to your wife. I didn't mean it.
8. The whole room was watching the team _____ (play) at the championship.
9. The teacher won't let you _____ (sign up) for his class for the second time.
10. Read the first part, answer the question and go on _____ (read) the text again.
11. Nobody has noticed him _____ (paint) the wall although it took him so long.
12. All of us saw her _____ (leave) the room but nobody remembers when it was.
13. I've almost forgotten _____ (visit) the concert last year but I clearly remember _____ (talk) to the singer.
14. Did you hear Tom _____ (shoot) the gun last night? I did.
15. Our plan is _____ (make) our suppliers _____ (cut) their prices through negotiations.
16. I didn't forget _____ (finish) _____ (write) the letter, don't worry. I mean _____ (send) it tomorrow.
17. Madam, I regret _____ (tell) you that your son has failed the entrance exam.
18. After an hour of singing the singer stopped _____ (refresh) herself and then went on _____ (sing).
19. My brother will let us both _____ (use) his computer, I'm sure.
20. Hey, I can smell the cake _____ (bake) now!
21. The rebels were made _____ (give up) and hand over all their weapons.
22. I listened to Mary _____ (whisper) the first word and then I stopped _____ (listen) further.
23. I hope I didn't forget _____ (start) _____ (record) the movie on TV.
24. I think I'll see the car _____ (crash) if the driver doesn't stop _____ (drive) like an idiot.
25. Getting the money back means _____ (make) the debtors _____ (pay) with no mercy.
26. I've heard the dog _____ (bark) once and then there was complete silence out there.
27. OK, will you go on _____ (study) math or do you want to keep _____ (study) English?
28. Five people noticed the thief _____ (jump) out of the window and then he disappeared.
29. Please remember _____ (sign) the documents because last time you forgot _____ (do) it.
30. Our prices will make our competitors _____ (provide) discounts, which means that they will be made _____ (make) less profit.
31. None of them wanted _____ (stop) _____ (buy) something to eat but it wasn't possible to drive all night without eating anything.
32. Dad, please let me _____ (watch) them _____ (finish) _____ (play) the match.
33. My grandmother can easily forget _____ (take) her pills in the morning but she will never forget _____ (meet) Winston Churchill.
34. Yes, Lucy has seen Tom _____ (make) his dog _____ (sit down).

3. Complete these sentences with the verbs from the list below. Choose either the -ing form or to + infinitive.

give write fly receive make recognize advertise help think speak

1. They agreed _____ us thirty more days to pay the invoice.
2. He pretended _____ me, but I don't think he knew who I was.
3. There's no point _____ this brand on TV, it would cost too much.
4. We're expecting _____ some more stock early next week.
5. I'll join you later. I need to finish _____ this report.
6. I learnt _____ Portuguese when I worked in Brazil.
7. I work in public relations. My job involves _____ contact with the media.
8. I can't help _____ that something is going to go wrong.
9. I can't afford _____ business class all the time.
10. I can't promise _____ you with this problem, but I'll do my best.

4. Complete the following sentences with verbs from the list below. Include an object in every case.

advise remind persuade expect help encourage force

1. I'm sorry I missed work yesterday. The doctor _____ stay in bed.
2. I tried to _____ come with us tonight, but he said he was busy.
3. Could you _____ call Head Office later? I might forget.
4. If you employ a secretary, it will _____ deal with all the paperwork.
5. She hasn't called yet, but I _____ contact me some time today.
6. I didn't feel very confident, but she _____ apply for the job.
7. The fall in demand has _____ make some of our best workers redundant.

5. Put the verb into the correct form, -ing or to... . Sometimes either form is possible.

1. They denied _____ the money. (steal)
2. I don't enjoy _____ very much. (drive)
3. I don't want _____ out tonight. I'm too tired. (go)
4. I can't afford _____ out tonight. I haven't got enough money. (go)
5. Has it stopped _____ yet? (rain)
6. Can you remind me _____ some coffee when we go out? (buy)
7. Why do you keep _____ me questions? Can't you leave me alone? (ask)
8. Please stop _____ me questions! (ask)
9. I refuse _____ any more questions. (answer)
10. One of the boys admitted _____ the window. (break)
11. The boy's father promised _____ for the window to be repaired. (pay)
12. Ann was having dinner when the phone rang. She didn't answer the phone; she just carried on _____ . (eat)
13. 'How did the thief get into the house?' 'I forgot _____ the window.' (shut)
14. I've enjoyed _____ you. (meet) I hope _____ you again soon. (see)
15. The baby began _____ in the middle of the night. (cry)
16. Julia has been ill but now she's beginning _____ better. (get)

6. Complete the sentences using the verb in brackets. In some cases you have to use a preposition after the first verb.

1. a We wanted _____ the building. (leave)
b We weren't allowed _____ the building. (leave)
c We were prevented _____ the building. (leave)
2. a Fred failed _____ the problem. (solve)
b Amy succeeded _____ the problem. (solve)
3. a I'm thinking _____ away next week. (go)
b I'm hoping _____ away next week. (go)
c I'm looking forward _____ away next week. (go)
d I'd like _____ away next week. (go)
4. a Mary wanted _____ me a drink. (buy)
b Mary promised _____ me a drink. (buy)
c Mary insisted _____ me a drink. (buy)
d Mary wouldn't dream _____ me a drink. (buy)
5. a The team focused _____ the report for the meeting. (prepare)
b The team complained _____ the report for the meeting. (prepare)
c The team wasn't interested _____ the report for the meeting. (prepare)
6. a Luke is looking forward _____ for a business trip to Spain. (go)
b Luke has objected _____ for a business trip to Spain. (go)
c Luke will have to get used _____ for a business trip to Spain. (go)
7. a The sales team will concentrate _____ the quarterly requirements. (meet)
b Even the sales team will participate _____ the quarterly requirements. (meet)
c The sales team will attempt _____ the quarterly requirements. (meet)
8. a My mother used _____ a month in Austria when she was a child. (spend)
b My mother proposed _____ a month in Austria. (spend)
c My mother says it isn't worth _____ a month in Austria. (spend)

7. Complete the sentences using only one word each time.

1. Jane had to get used to **driving** on the left.
2. We used to _____ in a small village but now we live in London.
3. Tom used to _____ a lot of coffee. Now he prefers tea.
4. I feel very full after that meal. I'm not used to _____ so much.
5. I wouldn't like to share an office. I'm used to _____ my own office.
6. I used to _____ a car but I sold it a few months ago.
7. When we were children, we used to _____ swimming every day.
8. There used to _____ a cinema here but it was knocked down a few years ago.
9. I'm the boss here! I'm not used to _____ told what to do.

8. Write these sentences in another way, beginning as shown.

1. It's difficult to understand him. He is difficult to understand.
2. It's quite easy to use this machine. This machine is _____
3. It was very difficult to open the window. The window _____
4. It's impossible to translate some words. Some words _____
5. It's not safe to stand on that chair. That chair _____
6. It's expensive to maintain a car. A _____

9. Fill the gaps with the correct form of the verb in brackets. Sometimes you will have to use it in the passive form.

1. Many people deny _____ (give) a pay rise even though others know about it.
2. Experts recommend _____ (use) Mozilla instead of Internet Explorer.
3. Five employees have agreed _____ (dismiss) and in return they will receive a big bonus.
4. The whole country was watching Ms. Percy _____ (award) Nobel Prize for chemistry.
5. Jane prefers _____ (study) at home.
6. I've listened to the song _____ (sing) by Madonna and I really enjoyed _____ (listen) to it.
7. Not many people like _____ (see) _____ (try) difficult things.
8. Mr. Samuel has objected _____ (fire) for incompetence but he didn't succeed.

10. Translate the following sentences into English. Use expressions with gerunds and infinitives.

1. Viděl jsem Toma přicházet, a proto jsem ho přiměl, aby zůstal venku před barem.

2. Číšník nám doporučil, abychom se vyhnuli pití tohoto druhu alkoholu.

3. Všichni měli námitky (1 word) proti odmítání placení daní.

4. Nikdo z nás si nepamatuje, jak byl opilý na vánočním večírku.

5. Přestanu kouřit, až Mary slíbí, že odloží stěhování do nové kanceláře.

6. Jack má v úmyslu jet na služební cestu, kde si užije navštěvování neznámých míst.

7. Není důvod chodit do práce, protože zaměstnavatel nám dovolil pokračovat (*keep*) v práci doma.

8. Nenávidím představovat si, jak chodím o Vánocích nakupovat.

9. Těším se na to, až mi bude dáno služební auto, ale nemůžu si zvyknout na navštěvování toho výcvikového kurzu.

10. Nechali nás vyspat v jejich postelích a my jsme začali usínat velmi brzy.

REVIEW TEST

BPJ_J11A

Intelligent Business: Unit 6 – Advertising

Name:			
Teacher:		TOTAL (60 points to pass)	MARK
Number of points (max. 100 points)			
I. Listening:		III. Grammar:	
II. Vocabulary:		IV. Translation:	

I. Listening: (max. 20 points) points

II. Vocabulary: (max. 34 points) points

A. Translate the following expressions into English: (2 points each)

přitáhnout pozornost k předvedení výrobku – _____

matoucí, ale vynalézavé agresivní prodejní techniky – _____

dávat na odiv obecně vžitý názor – _____

přesvědčovat maloobchodníky o zvýšení dodávek – _____

představovat velkou výzvu v období krize – _____

podléhat akčnímu snížení ceny – _____

poukázat na měřitelný čistý obrat – _____

vytvořit povědomí o rafinované značce (výrobku) – _____

B. Write expressions the following definitions refer to: (2 points each)

1. when the maker of a product arranges for it to appear or be used in a film or television programme, as a form of advertising:

2. the act of making a company, a product or a service known to the public; the notices, pictures, and short films that a company uses to tell people about itself and its products:

C. Complete the sentence with one of the following phrases; translate the selected phrase: (2 points each)

**DIRECT MAIL, INTRUSIVENESS, IN-STORE DISPLAYS,
POP-UPS, SHARE, FINDINGS, PRODUCT PLACEMENT**

1. There's been a thorough study on the _____ of advertising.

In Czech or Slovak: _____

2. The _____ of this advertising medium accounts for 4% of the total advertising pie.

In Czech or Slovak: _____

3. Our _____ will soon be transformed into a full value report.

In Czech or Slovak: _____

D. Complete each sentence with a correct form of one of the following verbs; each verb can be used only once: (1 point each)

**TURN OUT – TARGET – RUN – ANTICIPATE
LIAISE – ENDORSE – ACCUSE – PUBLICISE**

1. The company _____ the new advertisement in a local newspaper recently.

2. We are going to _____ the campaign with one of our celebrities.

3. _____ our products in all media is our main objective.

4. The commercial _____ a different type of audience last month than expected.

E. Complete each sentence with a word made from the word given in brackets. (1 point each)

1. Some _____ think that the commercial won't be successful.
(**AD**)

2. Internet as an advertising medium has several _____.
(**WEAK**)

3. Advertising is an _____ part of marketing.
(**SEPARATE**)

4. The "distribution effect" can lead to _____ sales.
(**ADD**)

III. Grammar: (max. 30 points)

points

A. Fill in the gaps with a suitable preposition or adverbial, if necessary: (1 point each)

1. The management has been exposed _____ a series of unpleasant questions.
2. This advertisement has very little relevance _____ me.
3. Have you seen the newest ad _____ Vodafone services?
4. Spending _____ product promotion will go up this year.
5. I hope that the return _____ our investment will be really high.
6. They say that none of them is liable _____ the goods they sell.

B. Rewrite the sentences with the given words so that they mean the same as the original sentences; make sentences with infinitives or gerunds of the underlined verbs: (3 points each)

1. It is useless to mention the fact that we'll miss the deadline.
There's no point _____.
2. Jeff stopped because he wanted to promise us that he wouldn't lie any more.
Jeff stopped _____ any more.
3. Do you remember how you proposed that you would be used as the "famous face"?
Do you remember _____ as the "famous face"?

C. Put the **VERBS** and other words in brackets into their correct forms, add prepositions, particles or auxiliary verbs if necessary. You may need to use the passive forms of the verbs: (1 point each)

Many employees in our company _____ (recent, **ADMIT, AVOID, SPEND**) most of their working time by _____ (**FULFILL**) assigned tasks. The management _____ (**PERMIT, they, TAKE**) a break every four hours but their attempt _____ (**MAKE, the working environment, LOOK**) more friendly has failed. However, if the staff _____ (**CONTINUE, FINISH, WORK**) sooner than allowed, the CEO will not _____ (**OBJECT, POSTPONE, PAY**) financial benefits to the staff. They have to _____ (**GET USED, SUPERVISE**) by their bosses. They will _____ (**WARN, CARRY OUT**) their duties responsibly because it wouldn't _____ (**BE, easy, LET, they, DO**) what they want.

D. Choose a suitable option that can complete each sentence. The number of correct answers is 1–3. (2 points each)

1. Why didn't you ask us _____ the behavior of consumers?
A: help monitoring
B: to help monitor
C: to help to monitor
D: helping to monitor
2. We used to _____ home often before we got used to _____ without parents.
A: go ... live
B: going ... live
C: go ... living
D: going ... living
3. She didn't even bother _____ the piano although I asked her for it.
A: to continue playing
B: in continuing to play
C: continuing playing
D: to continue to play

IV. Translation: (max. 16 points)

points

Translate the following sentences into English:

Nedávná studie Deutsche Bank zkoumala efektivnost televizní reklamy na desítkách nových a zavedených značek baleného zboží a zjistila, že mladší publikum odmítá tradiční média a obrací se k internetu. Ačkoliv je podíl internetu na trhu stále docela malý, začal již růst. Proto se mnoho firem rozhodlo využít PR agenturu, která by měla pozvat novináře na spuštění nové internetové reklamní kampaně a přesvědčit je, aby o jejich výrobku nebo službě napsali článek, protože to považují za více nákladově efektivní.

Unit 7 – LAW

Coursebook, page 61, exercise **READING**



1. In the text find words or expressions corresponding to the following definitions:

1. _____ = a person or company to whom money is owed
2. _____ = a person involved in a lawsuit
3. _____ = a crash or conflict; a conflict of opposed ideas or wishes (*paragraph 1*)
4. _____ = (*plural*) chances or opportunities for future success; expectation, or something anticipated (*par 1*)
5. _____ = looking backward or reviewing the past (*par 1*)
6. _____ = a usually serious mistake typically caused by ignorance or confusion (*par 1*)
7. to _____ = move unsteadily, with a rocking motion; to walk or move unsteadily or unsurely (*par 2*)
8. to _____ = to follow in an effort to overtake or capture; chase (*par 2*)
9. _____ = the amount of money that a company or a person owes; debts (*par 2*)
10. _____ = a certificate of debt issued especially by a state in order to raise funds (*par 2*)
11. _____ = a person or institution against whom an action is brought in a court of law (*par 2*)
12. _____ = a legal action taken against someone; lawsuit (*par 3*)
13. _____ = intangible property that is the result of creativity (such as patents or trademarks or copyrights) (*par 3*)
14. _____ = the fact of one's commitments required or expected in a previously concluded contract not being done or not happening (*par 3*)
15. _____ = the act of adjusting or determining the dealings or disputes between persons without pursuing the matter through a trial (*par 3*)
16. _____ = any event that sets a course of action in motion or that activates something else (*par 4*)
17. to _____ = to cause (an action); to bring about; to motivate or cause someone to do something (*par 4*)
18. _____ = something that encourages effort or action; a positive motivational influence (*par 5*)
19. _____ = a body of citizens sworn to give a true verdict according to the evidence presented in a court of law (*par 5*)

20. _____ = (plural) monetary compensation awarded to an injured party that goes beyond that which is necessary to compensate the individual for losses and that is intended to punish the wrongdoer (par 5)
21. to _____ = to decide (a legal dispute) by agreement without court action (par 6)
22. _____ = a large amount of money that is given to somebody (par 6)
23. _____ = a request for a review of a lower court's decision by a higher court (par 7)
24. to _____ = to decide authoritatively (par 7)
25. to _____ = to connect, fasten, or put together two or more pieces (par 7)

2. Answer these questions based on the information contained in the text:

1. What is *Sealed Air*, and what does its economic situation look like?

2. What was the blunder that this company made?

3. What is the current situation of *W.R. Grace*?

4. What caused *Sealed Air's* shares and bonds to lose value?

5. What six types of litigation are the most frequent financial disaster for companies?

6. What has changed in the six above-mentioned types of suits?

7. How do financial markets react to speculations about litigations, and what effect does it have for the companies concerned?

8. What connection between a share price and litigation is mentioned?

9. What don't plaintiffs or jury take into account when requiring or awarding huge compensations?

10. What data about litigations and compensations do courts provide?

11. What types of data do federal agencies collect, and for what reason?

12. What important decision did the Supreme Court make, and what was the reason for it?

Workbook, page **31**, exercise **LISTENING**



Fill in the missing words in their correct form in the speech summary:

Bernie Ebbers is a former boss of WorldCom, who steered the company through an \$11 billion (1) _____ (2) _____ and into the (3) _____ (4) _____. In one (5) _____ respect, he now seems to be remarkably (6) _____ – he refuses to use email. The lack of (7) _____ (8) _____ slowed the work of government (9) _____. This week, WorldCom's former (10) _____ (11) _____ pleaded (12) _____ to his role in the whole situation. As a result, Mr Ebbers was (13) _____ indicted. Developments at WorldCom (14) _____ those at Enron. There, a federal (15) _____ indicted the company's former (16) _____ (17) _____.

PASSIVE – additional information

1. Passive in continuous tenses

The passive voice isn't used only in simple tenses (**to be + past participle**) but it can be used even in continuous tenses (**to be + being + past participle**):

*The children **are painting** the wall now.* → *The wall **is being painted** by the children now.*
*They **were building** a house.* → *A house **was being built** (by them).*
*Tom **has been washing** the dishes.* → *The dishes **have been being washed** (by Tom).*
*We **will be playing** with the dog.* → *The dog **will be being played** with.*

2. Phrase *have something done*

We use “have something done” to say that **we arrange for somebody else to do something for us**; the Czech translation is usually *NECHAT SI NĚCO (NĚKÝM) UDĚLAT*:

*Jill **repaired** the roof.* = she repaired it herself
*Jill **had** the roof **repaired**.* = she arranged for somebody else to repair it for her

☞ **Be careful with word order.** The past participle (*repaired*) is **after the object** (*the roof*):

have + object + past participle

*Where **did** you **have** your hair **cut**?*
*Your hair looks nice. **Have** you **had** it **cut**?*
*Julia **has** just **had** central heating **installed** in her house.*
*We **are** **having** the house **painted** at the moment.*
*I think I should **have** that coat **cleaned** soon.*

3. Passive with *get*

Sometimes you can use “get” **instead of “be”** in the passive; you can use “get” to say that something happens to somebody or something, especially if this is **unplanned or unexpected**; we use “get” mainly in **informal spoken English** while “be” can be used in all situations:

*There was a fight at the party but nobody **got** hurt.* = nobody **was hurt**
*I **don't** often **get** invited to parties.* = **I'm not** often **invited**
*Our dog **got** run over by a car.* = our dog **was run over**
*I'm surprised Ann **didn't** **get** offered the job.* = ...Ann **wasn't** **offered** the job

☞ “Get” is used only when **things happen or change**. For example, you cannot use “get” in these sentences:

*Jill **is** liked by everybody.* (not **gets** liked — this is not a ‘happening’)
*He was a mystery man. Nothing **was** known about him.* (not **got** known)

You can also say “**get something done**” instead of “have something done” (mainly in informal spoken English):

*When are you going to **get** the roof **repaired**?* = **have** the roof **repaired**
*I think you should **get** your hair **cut**.* = **have** your hair **cut**

4. Verbs with two objects

Some verbs, like *give, lend, offer, promise, sell, send, take*, etc., have **two objects**; in active sentences we can use these verbs in two ways:

*ABB **gave** a large order **to us** last year.* (with *to*)
*ABB **gave** **us** a large order last year.* (without *to*; this form is more usual)

Each way can be made passive. **One of the objects becomes the subject of the passive sentence, the other stays as an object:**

ABB gave **us a large order** last year.

→ **A large order** was given **to us** by ABB last year. (with to)

→ **We** were given **a large order** by ABB last year. (without to; again this is more usual)

5. Phrase *it is said that*

There is a group of so-called **reporting verbs** that introduce a sentence and EXPRESS A GENERAL BELIEF, CONVICTION, EXPECTATION OR FACT THAT SOMETHING HAPPENED (or happens or will happen) IN A CERTAIN WAY:

said	thought	believed	considered
reported	known	expected	alleged
understood		<i>and many others...</i>	

Cathy works very hard. **It is said that** she works 16 hours a day. OR She is said to work 16 hours a day.

The police are looking for a missing boy. **It is believed that** the boy is wearing a white pullover and blue jeans. OR The boy is believed to be wearing a white pullover and blue jeans.

The strike started three weeks ago. **It is expected that** it will end soon. OR The strike is expected to end soon.

Those two houses belong to the same family. **It is said that** there is a secret tunnel between them. OR There is said to be a secret tunnel between them.

As you can see, there are two ways of using this structure:

- you either start with **“It is said/believed/thought/... that”** and continue with a regular sentence, or
- you start with the **subject** of the sentence (e.g. “the boy”), then use the **passive of the reporting verb** in the appropriate tense (e.g. “is expected”, “was known”, “will be believed”, etc.) followed by the **infinitive of the main verb** (e.g. “to work”, “to be wearing”, etc.) from the original sentence; note that **you must keep the progressive form** in the infinitive too.

☞ However, even the main verb can be used in various tenses; therefore if this verb refers to the **present or future** (present and future tenses), we use **“present infinitive”** as in the examples above whereas if the main verb refers to the **past** (past, past perfect or present perfect tenses), we use **“past infinitive” (= to + have + past participle):**

	VERB FROM THE MAIN CLAUSE	INFINITIVE FORM
PRESENT OR FUTURE	simple: <i>makes / will make</i>	→ <i>to make</i>
	continuous: <i>is making / will be making</i>	→ <i>to <u>be</u> making</i>
PAST	simple: <i>made / had made / has made</i>	→ <i>to have made</i>
	continuous: <i>was making / had been making / has been making</i>	→ <i>to <u>have been</u> making</i>

It is said that Tom reads / will read the book. → Tom is said **to read** the book.

It is said that Tom is / will be reading the book. → Tom is said **to be reading** the book.

It is said that Tom read / has/had read the book. → Tom is said **to have read** the book.

It is said that Tom was / had been / has been reading the book.

→ Tom is said **to have been reading** the book.

☞ Of course you can **combine tenses** of the main verb in the sentence with tenses of the reporting verb:

		TENSE OF THE VERB IN THE MAIN CLAUSE	
		PRESENT INFINITIVE	PAST INFINITIVE
TENSE OF THE REPORTING VERB	PRESENT	<p><i>It is said that Tim <u>lives/is living/will live/will be living</u> in Paris.</i></p> <p>Tim is said to live in Paris. Tim is said to be living in Paris. = ŘÍKÁ SE, ŽE ŽIJE</p>	<p><i>It is said that Tim <u>lived/was living</u> in Paris.</i></p> <p>Tim is said to have lived in Paris. Tim is said to have been living in Paris. = ŘÍKÁ SE, ŽE ŽIL (TEHDY V MINULOSTI)</p>
	FUTURE	<p><i>It will be known that Tim <u>studies/is studying/will study/will be studying</u> arts.</i></p> <p>Tim will be known to study arts. Tim will be known to be studying arts. = BUDE ZNÁM TÍM, ŽE STUDUJE (ŽE BUDE STUDOVAT)</p>	<p><i>It will be known that Tim <u>studied/was studying</u> arts.</i></p> <p>Tim will be known to have studied arts. Tim will be known to have been studying arts. = BUDE ZNÁM TÍM, ŽE STUDOVAL (TEHDY)</p>
	PAST	<p><i>It was expected that Tim <u>reads/is reading/will read/will be reading</u> it.</i></p> <p>Tim was expected to read it. Tim was expected to be reading it. = OČEKÁVALO SE, ŽE TO TEHDY (PŘE)ČTE</p>	<p><i>It was expected that Tim <u>read/was reading</u> it.</i></p> <p>Tim was expected to have read it. Tim was expected to have been reading it. = OČEKÁVALO SE, ŽE TO (PŘE)ČETL JEŠTĚ DŘÍVE V MINULOSTI</p>
	PRESENT PERFECT	<p><i>It has been said that Tim <u>paints/is painting/will paint/will be painting</u> this.</i></p> <p>Tim has been said to paint this. Tim has been said to be painting this. = ŘÍKALO SE, ŽE TO NATŘE (NATÍRÁ)</p>	<p><i>It has been said that Tim <u>painted/was painting</u> this.</i></p> <p>Tim has been said to have painted this. Tim has been said to have been painting this. = ŘÍKALO SE, ŽE TO NATŘEL (NATÍRAL)</p>

Grammar exercises

1. Make sentences from the words in brackets. Sometimes the verb is active, sometimes passive.

- There's somebody behind us. (I think / we / follow) **I think we're being followed.**
- This room looks different. (you / paint?) **Have you painted it?**
- My car has disappeared. (it / steal!) It _____
- My umbrella has disappeared. (somebody / take) Somebody _____
- Tom gets a higher salary now. (he / promote) _____
- Ann can't use her office at the moment. (it / redecorate) _____
- The photocopier broke down yesterday, but now it's OK. (it / work / again; it / repair)

- The police have found the people they were looking for. (two people / arrest / last night)

- A tree was lying across the road. (it / blow down / in the storm)

- The man next door disappeared six months ago. (nobody / see / since then)

- I was mugged on my way home a few nights ago. (you / ever / mug?)

2. Write these sentences in another way, beginning in the way shown.

1. They didn't give me the money. I ***wasn't given the money.***
I _____
2. They asked me some difficult questions at the interview.
I _____
3. Janet's colleagues gave her a present when she retired.
Janet _____
4. Tim and Tom are painting the old house in this street.
The old house _____
5. The experts were examining the paintings very long last night.
The paintings _____
6. Nobody told me that George was ill.
I wasn't _____
7. The supplier will be unloading the truck tomorrow afternoon.
The truck _____
8. How much will they pay you?
How much will you _____
9. The students should be using the computers for the final exam.
The computers _____
10. I think they should have offered Tom the job.
I think Tom _____
11. The police officers have been investigating the murderer for four hours.
The murderer _____
12. Somebody must have seen the thief.
The thief _____
13. All students may not have read the book although it was their homework.
The book _____
14. You ought to post the notice on your website as soon as possible.
The notice _____
15. You might be feeling the pain for another 2 hours before it goes away.
The pain _____
16. Has anybody shown you what to do?
Have you _____

3. Complete the sentences using being + one of these verbs.

ask attack give invite keep pay

1. Mr Miller doesn't like _____ waiting.
2. They went to the party without _____.
3. Most people like _____ presents.
4. It's a dangerous city. People won't go out after dark because they are afraid of _____.
5. I don't like _____ stupid questions.
6. Few people are prepared to work without _____.

4. Rewrite these sentences using “have something done”.

1. George’s nose was broken in a fight.
What happened to George? ***He had his nose broken in a fight.***
2. My friend wants an improved internet connection.
My friend _____
3. It is expected that reports of all students will be signed by parents.
All students are expected _____
4. Sarah’s bag was stolen on a train.
What happened to Sarah? She _____
5. Will the Petersons’ neighbor be arrested if he breaks into their house again?
_____ the Petersons _____
6. Our neighbor was watering our flowers while we were in Argentina.
We _____
7. My grandmother wants to avoid the reconstruction of her house before she dies.
My grandmother wants to avoid _____
8. The writer has decided that one of his novels will be published in London.
The writer _____
9. Jane’s brother will bring her car in front of the hotel.
Jane _____
10. Susan’s pool used to be regularly cleaned when she lived in her own house.
Susan _____
11. The CEO proposed that all investments should be checked by a financial specialist.
The CEO proposed _____
12. The firm you have suggested is now painting our house.
We _____
13. Diane’s passport was taken away from her by the police.
What happened to Diane? _____
14. A subcontractor was developing a new computer system for IBM for a year.
IBM _____

5. Complete the sentences using get (in the correct form) + the correct form of the verb in brackets. If it isn’t possible to use get, use be (in the correct form) instead.

1. There was a fight at the party but nobody _____ (hurt).
2. Ted _____ (sting) by a bee while he was sitting in the garden.
3. Have you ever _____ your homework _____ (do) by somebody else?
4. How did that window _____ (break)?
5. This music _____ (admire) by many people for its simplicity and beauty.
6. These tennis courts don’t _____ (use) very often. Not many people want to play.
7. I used to have a bicycle but it _____ (steal).
8. Mary said she will never _____ her portfolio _____ (manage) by GDS bank.
9. How much information _____ (know) about the new Canadian actor next week?
10. Last night I _____ (stop) by the police as I was driving home.
11. Please pack these things very carefully. I don’t want them to _____ (damage).
12. Tesco is considering _____ its hypermarkets _____ (rebuild) to look more modern.
13. People often want to know what my job is. I often _____ (ask) that question.

6. Write these sentences in another way, beginning as shown. Use the underlined word(s) in your sentence.

1. It is expected that the strike will end soon. The strike is expected to end soon.
The strike _____
2. It is believed that the thieves got in through the kitchen window.
The thieves _____
3. It has not been understood that Jim will be participating in the session on Tuesday.
Jim _____
4. It is reported that many people are homeless after the floods.
Many people _____
5. It can't be believed that this house is being built without any problems.
This house _____
6. It is thought that the prisoner escaped by climbing over a wall.
The prisoner _____
7. It may not be reported that the marketing department has been delayed by some obstacles.
The marketing department _____
8. It will be believed that the Prime Minister knew about the last year's scandal.
The Prime Minister _____
9. It is alleged that the man drove through the town at 90 miles an hour.
The man _____
10. Tom said it had been expected that animals were losing their fear of people.
Tom said that animals _____
11. It might have been thought that solar energy will replace nuclear energy.
Solar energy _____
12. It is reported that the building has been badly damaged by fire.
The building _____
13. It will be announced that the data are being processed expressly.
The data _____
14. It will not be thought that you have been the most successful CEO here.
You _____
15. It is said that the company is losing a lot of money.
The company _____
16. It was not considered that the managers were abusing their powers.
The managers _____
17. It has been alleged that Hypex was taken over by Minix.
Hypex _____
18. It is not believed that the company lost a lot of money last year.
The company _____
19. It has been understood that the new highway will be being built for three years.
The new highway _____
20. It should be reported that the economic crisis was overcome by cooperation.
The economic crisis _____
21. It is expected that the company will lose money this year.
The company _____
22. It is known that the new highway was being built for three years.
The new highway _____